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ABSTRACT

This year is the first for the collaborative effort between the Arizona Department of Library, Archives and Public Records, and Arizona Humanities Council and the members of the Arizona Reads Committee. This Arizona Reading Program manual contains information on program planning and development, along with crafts, activity sheets, fingerplays, songs, games and puzzles, and bibliographies grouped in age specific sections for preschool children through young adults, including a section for those with special needs. The manual is divided into the following sections: Introductory Materials; Goals, Objectives and Evaluation; Getting Started; Common Program Structures; Planning Timeline; Publicity and Promotion; Awards and Incentives; Parents/Family Involvement; Programs for Preschoolers; Programs for School Age Children; Programs for Young Adults; Special Needs; Selected Bibliography; Resources; Resource People; and Miscellaneous materials. (AEF)

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Read from Sea to Shining Sea

Arizona Reading Program

Program Manual

By
Linda C. McCleary, Ed.

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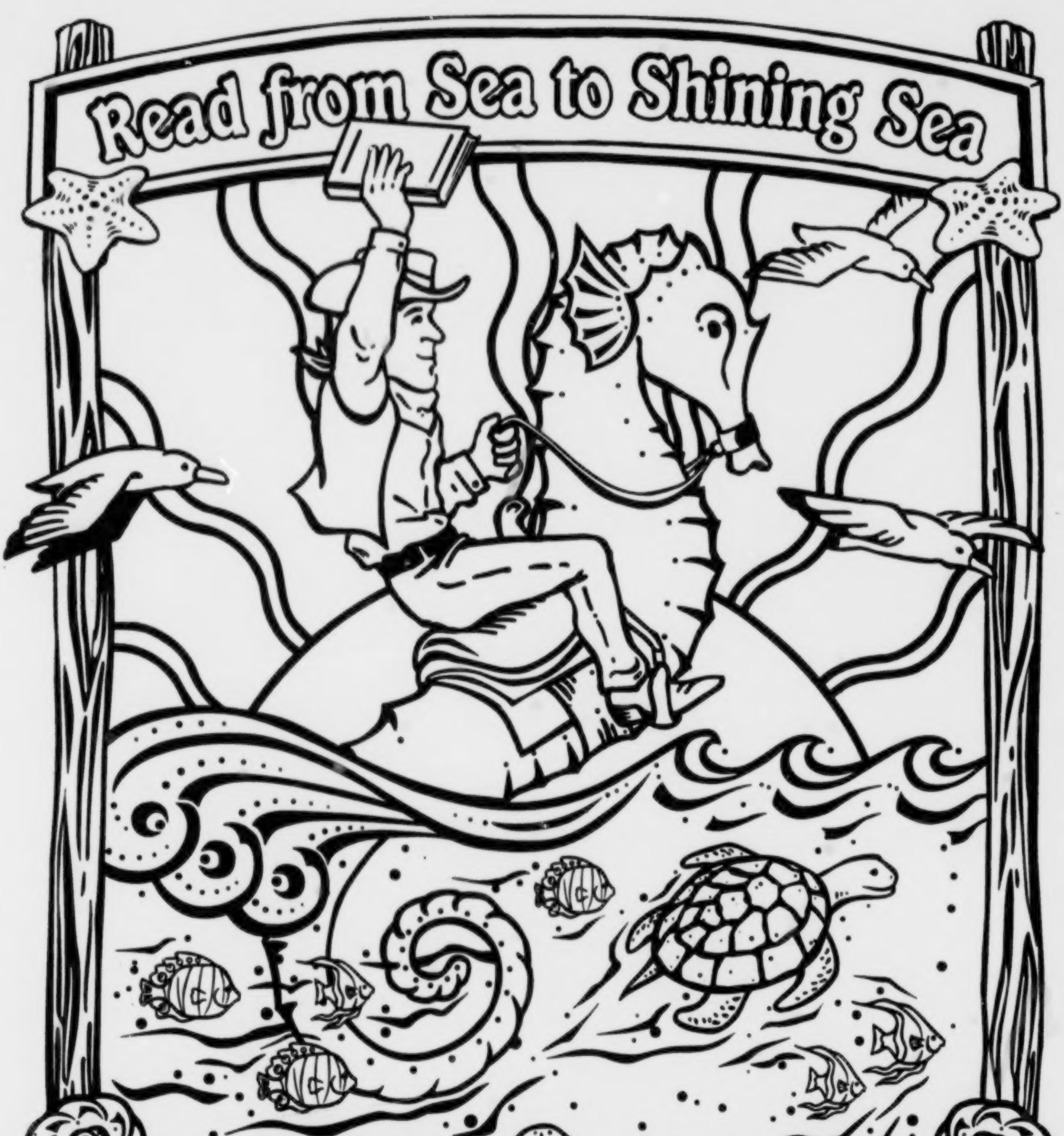
Read from Sea to Shining Sea

Arizona Reading Program

A project of Arizona Reads, a collaboration between the Arizona Humanities Council and the Arizona Department of Library, Archives and Public Records.

PROGRAM MANUAL

State of Arizona
**DEPARTMENT OF
LIBRARY, ARCHIVES AND PUBLIC RECORDS**
GladysAnn Wells, Director

PROVIDING ACCESS
Preserving Arizona

November, 1999

Dear Reading Friends:

Welcome to the beginning of our second successful 25 years of promoting reading in Arizona.

While the media often seems to comment on the negative, let us not forget that everywhere life is full of accomplishments and often real progress. Our reading programs, now strengthened through our partnership with the Arizona Humanities Council, are among the positive stories overlooked in all our worry.

I welcome you to sit back with a favorite book and occasionally look up and think about the joy and wonder of reading. We celebrate that joy with you!!

It has been said that our country's greatest contribution to the world society is the ubiquitous free public library.

Always remember … Arizona Reads!

Sincerely,

GladysAnn Wells

GladysAnn Wells
Director

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January 2000

Dear Friends of the Book:

I am extremely honored to add my letter to the other messages of welcome in this publication.

For a quarter century, the Arizona Reading Program has celebrated the joys of reading in libraries across the state. The program has been, and will continue to be, one of the most successful tools for introducing libraries—and the treasures they contain—to children and their families.

To begin the next twenty-five years of programming, the Arizona Department of Library, Archives and Public Records is partnering with the Arizona Humanities Council to further develop the Arizona Reading Program. We hope, for example, to expand the program's offerings beyond the usual summer activities—to truly make it a year-round activity.

One step in this development is adding the Arizona Reading Program to an overall statewide emphasis on literacy and reading called "Arizona Reads," conducted jointly by AHC and DLAPR. In addition to the Arizona Reading Program, "Arizona Reads" offers libraries and related organizations two other projects: Motheread®, a national literacy effort that teaches parenting skills and literacy simultaneously; and the Community Book Discussion Program, which provides books and facilitators for local discussion activities. Combined with the Arizona Reading program, these two new activities will help nurture "a state that reads."

We at the Arizona Humanities Council are pleased to join with the Arizona Department of Library, Archives and Public Records to offer these worthwhile programs. We look forward to a continuing relationship with DLAPR, and we also look forward to working with libraries throughout the state to foster an appreciation of the book in Arizona.

Sincerely,

Dan Shilling
Executive Director

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ARIZONA HUMANITIES COUNCIL
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MISCELLANEOUS

  Master Copy of Reading Log
  2000 Arizona-Reading Program Evaluation

Introduction

The collaborative efforts of the Arizona Department of Library, Archives and Public Records, the Arizona Humanities Council and the members of the Arizona Reads Committee have been extraordinary for this year's manual! This year is the first for the collaborative effort and it has been an overwhelming success!

Collaboration began prior to the Arizona Reading Program (ARP) workshop in September 1999 and has continued. The Humanities Council is coordinating the Arizona Reads Program which includes the summer reading program, the Arizona Book Festival and Book Discussions. The Arizona Reads Committee members have submitted the articles, crafts, plays and activities for the manual and the Department has edited the manual. The collaborative effort is now in your hands! We hope that you enjoy!

The Arizona Reads Committee members come from all over Arizona: from large, metropolitan libraries to small, rural libraries with only a few staff members. My profound thanks to each Arizona Reads Committee member who provided the material for this manual! You are all very special people!

From the suggestions gathered from years' worth of ARP evaluations, the Arizona Reads Committee members chose *Read from Sea to Shining Sea* as the theme for the 2000 reading program. The committee thought that the children of Arizona would be tired of the millennium theme by summer 2000, so reading, across country sounded enticing to them. Thus, the theme. The result of this "corporate thinking" is in your hands! Another terrific manual full of programs from preschool to young adults and a section for those with special needs!

In this manual, you will find all programs, crafts, activity sheets and bibliographies grouped in age specific chapters. Each age group has its own chapter for these ideas.

We hope you enjoy this year's theme of *Read from Sea to Shining Sea*. If you have any suggestions or questions, please don't hesitate to contact the Arizona Humanities Council in Phoenix at 602-257-0335, FAX: 602-257-0392. Enjoy your summer program!

Funded in part by the Institute of Museum & Library Services under the Library Services and Technology Act.

Dear Librarians:

I'm sending a huge THANK YOU to all the members of the Arizona Reading Program committee!!!

Louisa Aikin	Maricopa County Library District
Amber Bruno	Tucson-Pima Public Library
AnnaDel Paxton	Flagstaff City-Coconino County Public Library
Margaret Jesus	Payson Public Library
Deborah Kearns	Cottonwood Public Library
Kami Krenz	Braille and Talking Book Library
Carla Fite	Civic Center Library
Cheri Jean Brown	Charles C. Royall Public Library
Cathy Coffman	Sunrise Mountain Branch Library

Their hard work and creative ideas are the meat of this manual. Their willingness to share their ideas and time is what makes this program work. We are deeply indebted to each of you.

The committee members have contributed the games, crafts, decoration ideas, activity sheets, and graphics that you will use in creating your summer programs. They are a wonderful group of people to work with, and I feel privileged to have met each of them. They are creative, enthusiastic, dedicated and always willing to share. They are very inspiring just to be around.

Another mainstay of this project is Gloria Rojel of the LED Staff. Her dedication and thorough work is what pulls all the chapters of the manual into a good looking, cohesive unit. She works for months on the typing and revisions each year. We couldn't do without her contributions.

Gloria, and all my committee members, thank you for all your hard work.

Linda C. McCleary
Public Library Development Consultant
Library Extension Division
Arizona Department of Library, Archives and Public Records

ABOUT OUR ARTIST

The artwork used throughout the Arizona Reading Program materials was created by Ericka Cero Wood, proprietor of Cero Wood Graphic Design in Scottsdale. Though Ericka has worked in the graphics field for over 12 years, she received her Associates of Applied Science Degree at Gateway Community College in Advertising Art in 1994 and opened her freelance business in 1995 where she produces an array of desktop publishing items such as brochures, annual reports, and advertisements.

In 1996 Erica won the T-shirt contest sponsored by Sedona Jazz on the Rocks and has recently worked with the Arizona Humanities Council on their graphic items. While digital art is her primary work, her real passion is hand illustration and painting.

She enjoys hiking with her husband Ryan throughout Arizona and creating new art using a variety of materials.

Arizona has had successful reading programs for over twenty-five years. Many children have enjoyed the following themes, which have been used statewide.

Arizona Reading Program Themes

1974 "Monster Zoo"
1975 "Arizona Round-Up"
1976 "Our Country"
1977 "Wizard Of Oz"
1978 "Star Ship To Adventure"
1979 "Open The Elfin Doors"
1980 "Ready, Set, Go!"
1981 "Stake Your Claim"
1982 "Lions & Tigers & Books"
1983 "Bone Up On Books Be A Bookasaurus"
1984 "Your Own Adventure"
1985 "Bite Into Books"
1986 "Unlock Your Universe With Books"
1987 "Sakes Alive--We're 75"
1988 "Time Travel--You Are There"
1989 "Books Give Us Wings"
1990 "Have Books, Will Travel"
1991 "Read Arizona"
1992 "Rainbow Earth"
1993 "Libraries: The Greatest Show on Earth"
1994 "Get A Clue At The Library"
1995 "Pandamonium At The Library"
1996 "Every One A Winner"
1997 "Book A Trip To The Stars"
1998 "Readers Of The Round Table"
1999 "Read Arizona"
2000 "READ: FROM SEA TO SHINING SEA"

Planning Children's Programs:
a manual

compiled and edited by
Linda C. McCleary
Public Library Development Consultant
Department of Library, Archives and Public Records

Funded by the Library Services and Technology Act.

Goals*

Goals are general statements of mission or purpose. Written goals for the library guide the staff in determining the philosophy of the library and the role of the library in the community. Goals serve as tools for planning the directions of all library activities. Therefore, if the library has no written goals, they should write some. Since children's services are unique and require special consideration, the general library goals should specifically include children's services.

Individual programs have written goals. Consider the library's general goals when writing program goals. Program goals help the programmer to coordinate a specific activity with the library's overall goals and to set priorities for service. Program goals may also justify staff time and budget distribution. Goals for a Reading Program should answer the question, "Why have a Reading Program?"

Objectives*

After determining the goals, develop the objectives. Objectives are specific, measurable statements that show how the goals will be achieved. When forming objectives, you must think ahead to the evaluation. Since the evaluation will try to determine if the objectives have been met, the objectives must be measurable and within the possibility of the library staff. For example, an objective may read, "Children participating in the Reading Program will maintain or improve their reading levels during the summer months." That sounds like a good objective and one that would be worthy to achieve. However, unless you take steps to test each child before and after the Reading Program, it will be impossible to determine if this objective has been met.

The objectives that will be easiest to evaluate and compare from year to year are the ones that require counting and/or calculation. Objectives may include statistics such as program registration, number of children who completed their requirements for the program, circulation of juvenile materials, or numbers registered from each grade and from each school. These numbers compared to the previous year's statistics are saved to compare with the following year's. To determine what percentage of children from each grade in each school participated in the program, use these statistics. Several day's circulation figures can be compared with several similar days from the previous year using care to assure samples are statistically valid. To maintain or improve any or all of these statistics, write objectives.

Setting Priorities

After goals for the overall program have been determined, write objectives for each phase of the program. The Reading Program may be long and complex, so before the planning begins set priorities. This is especially important if the library has limited staff and resources. Take into account the following when setting the priorities for your program: advance planning, publicity, incentives and rewards, follow-up activities, and any other items that you feel are an integral part of your program.

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EXAMPLES

Following are examples of three general goals for a Reading Program, objectives relating to them, and possible strategies to implement the objectives:

GOAL 1.

THE READING PROGRAM WILL ENCOURAGE CHILDREN TO READ DURING THE SUMMER.

OBJECTIVES:

A. Increase Reading Program registration by 5% over last year's.

B. Include book talks and bibliographies in 10 Reading Program activities.

C. Increase circulation of the children's collection during the Reading Program by 10% as compared with the circulation statistics from the previous year.

STRATEGY 1.

Plan several months in advance to design or use a Reading Program with a popular theme. Develop publicity fliers, worksheets, membership cards, and certificates that are attractive and well done.

STRATEGY 2.

Distribute Reading Program materials as widely as possible. Publicize the Reading Program with fliers and posters. Visit schools and organizations to promote the program. Use the local media to publicize the program.

GOAL 2.

THE READING PROGRAM WILL ENCOURAGE CHILDREN TO READ MORE WIDELY BY SUGGESTING A VARIETY OF BOOKS FROM DIFFERENT SUBJECTS.

OBJECTIVES:

A. 50% of Reading Program participants will read nonfiction as well as fiction books.

B. Increase circulation of juvenile literature by 10%.

STRATEGY 1

Require that the participants read a certain number of specific types of books.

STRATEGY 2.

Create and distribute specific subject area bibliographies: lists of nonfiction and fiction books that relate to this year's theme.

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25

STRATEGY 3.

Use a game format such as Book Bingo or Random Choice, library maps or reading guides so that children must read a variety of subject areas to complete the requirements.

GOAL 3.

ENCOURAGE READING ALOUD AT HOME BY DEVELOPING A PRESCHOOL AGE READING PROGRAM COMPARABLE TO THE SCHOOL AGE READING PROGRAM.

OBJECTIVES:

A. 25% of the preschool population will register for the Read-To-Me program.

B. 75% of the preschoolers attending story-time will be enrolled in the Read-To-Me program.

STRATEGY 1.

Plan several months in advance to design a Read-To-Me program. Develop colorful, attractive and well produced fliers, membership cards, and certificates.

STRATEGY 2.

Advertise the Read-To-Me program to the parents of story time participants and preschoolers. Use the media to promote the program. Distribute fliers in the library and in the community.

REMEMBER: *It is important to choose goals appropriate to your library—those that reflect community needs and the overall goals of the library. Any staff involved with children's services, as well as the library director, should participate in their development. If time and money are not available to work toward achieving all goals, pick the most important ones and work toward them.*

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Evaluation

Evaluation is the final step of any program and the beginning step for the next one. Evaluation helps to refine or develop goals based on reality. The objectives you set for your program will determine the areas to be evaluated.

There are many types of evaluations all of which are useful in different ways. The following list will give you some suggestions for areas to evaluate.

Suggested Areas Of Evaluation

Quantitative Measures

1. CIRCULATION STATISTICS: Tabulate juvenile circulation statistics separately from the adult circulation statistics. This will enable you to determine if the Reading Program has increased total juvenile circulation, and it will enable you to compare circulation figures from year to year.

2. CHANGES IN SUBJECT AREAS READ: Differences can often be seen in the type of materials circulating. Changes can be the result of the effectiveness of book talks, bibliographies or games used.

3. TOTAL NUMBER OF READING PARTICIPANTS: This can measure the impact of publicity, school visits and program format.

4. ACTIVE PARTICIPATION IN THE READING PROGRAM: Define active as reading a minimum number of books. This statistic will tell you how appealing your program was and if it kept the children interested.

5. REGISTRATIONS: Use registration figures to determine the number of new users as an indication of the success of your publicity and the effectiveness of your programs.

Qualitative Measures

6. FOCUS GROUPS: Bring together a group of 8 to 12 people representing your target group. With 3 to 5 prepared questions, open a discussion which will generate the information you desire.**

7. PEER EVALUATION: Involve colleagues, community members, and/or other interested individuals in formal or informal evaluations of your program. This can be done through:

   UNOBTRUSIVE OBSERVATION, (assigning individual(s) to unobtrusively observe the program, clientele reactions etc., during the actual presentation. The emphasis here

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   is on observing the quality of the reactions, not the quantity (of attendees, numbers served, etc.).

   FORMAL QUESTIONNAIRES, PANEL DISCUSSIONS, OR FORMAL REPORT WRITING, are other methods of peer evaluation.**

** Adapted from *Evaluating Library Programs and Services: Tell It!* Training Manual. Edited by Douglas Zweizig with Michele Besant. Madison, WI; School of Library and Information Studies, University of Wisconsin, 1993.

8. FAST RESPONSE SURVEYS: Are used to gather baseline data on a new program or service, and to make informed, quick decisions used to adjust programs, when existing data is unavailable. Fast response surveys are given to a small sample group and contain few questions. Generally these surveys are done in questionnaire format, but focus groups are another alternative.[**]

9. ATTITUDINAL MEASUREMENT: Used to determine feeling states of mind regarding your program, and especially valuable when you are collecting and comparing users and non-users. Attitudinal measurement assesses levels of satisfaction, predisposition towards certain actions or reactions, and assists in predicting future behavior. All of these can be valuable in improving your programs.[**]

Quantitative and Qualitative Evaluation

When evaluating a program or service, collecting some type of statistics is considered mandatory. Statistics are your **QUANTITATIVE EVALUATION.** For instance, you may collect statistics showing changes in circulation during your reading program, or members of youngsters in attendance at the program. In the list above: "Suggested Areas of Evaluation", items 1-5 are examples of quantitative measures.

Combined with quantitative evaluations, most libraries are also using **QUALITATIVE EVALUATIONS.** Examples of qualitative evaluations include fast response surveys, focus groups, peer evaluations and observations. (Items 6 through 9 on the "Suggested Areas of Evaluation" list.)

Qualitative measures are a valuable complement to the statistical measures collected, especially when presented to people outside your library staff such as county or city leaders, funding agencies, or library trustees. Statistics can be dry and relatively meaningless to these individuals because they don't have the basis to compare these numbers over time. However, statistics combined with quotations and examples gleaned from surveys or focus groups, have been found to a very effective to demonstrate the value of library programs.

We hope you begin to use some of the qualitative evaluation measures and follow up by presenting them in your program reports to your library director, board members, funding agencies, and to the State Library in your Arizona Reading Program Evaluation this year.

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[**] Adapted from *Evaluating Library Programs and Services: Tell It!* Training Manual. Edited by Douglas Zweizig with Michele Besant. Madison, WI; School of Library and Information Studies, University of Wisconsin, 1993.

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Walter, Virginia A. *Output Measures for Public Library Service to Children.* Chicago, ALA, 1987.

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REPRODUCIBLE READING PROGRAM SURVEYS

Source:

Output Measures for Public Library Service to Children by:
Virginia A. Walter
Chicago, ALA, 1992

Summer Reading Program Survey[*]

Please take a few minutes and answer these questions. Your answers will help us improve the Summer Reading Program next year!

1. How old are you? ____________

2. Are you a boy or a girl? Circle the right answer. BOY GIRL

3. Make a check mark in front of any of these activities that you took part in this summer.

_______ Summer school

_______ Family vacation

_______ Swimming lessons

_______ Other lessons

_______ Camp

4. How did you hear about the Summer Reading Program? Please check the right answer. You can check more than one answer.

_______ My mother or father told me about it.

_______ My teacher told me about it.

_______ The librarian told my class about it.

_______ I heard about it at the library.

_______ Some other way.

_______ I don't remember.

More questions on the next page...

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[*] Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children*. Chicago, ALA, 1992.

Summer Reading Program Survey* (continued)

5. Make a check mark in front of the library activities that you took part in this summer. Draw a happy face after the activities that you especially enjoyed.

_______Reading books

_______ Story hours

_______ Awards ceremony

_______ Magic show

_______ Film programs

6. What did you think of the prizes this summer? Check the right answers. You can check more than one answer.

_______ I didn't get any prizes.

_______ Great!

_______ Okay.

_______ Dumb.

_______ I don't care one way or the other.

7. What did you think of the theme of the Summer Reading Program? Check the right answer.

_______ I didn't pay any attention to the theme.

_______ I liked it.

_______ I didn't like it.

_______ I don't care one way or the other.

8. Tell us anything else you think we should know about the Summer Reading Program. You may write on the back of the page.

Thank you for answering our questions. Please give this form to the librarian today.

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[*] Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children.* Chicago, ALA, 1992.

Cuestionario del programa de lectura de verano*

Por favor toma unos minutos para contestar las siguientes preguntas. Tus respuestas nos ayudarán a mejorar el programa de lectura de verano en el próximo año.

1. ¿Cuántos años tienes? _______

2. ¿Eres un niño o una niña? Pon un círculo alrededor de la respuesta correcta.

   Niño   Niña

3. Pon una marca al costado de las actividades en que participaste este verano.

   ________Escuela de verano.

   _______ Vacaciones de familia.

   _______ Clases de natación.

   _______ Otro tipo de clases.

   _______ Campamento.

4. ¿Como te enteraste del programa de lectura de varano? Por favor marca la respuesta correcta. Tu puedes marcar más de una respuesta.

   _______ Mi madre o padre me lo dijo.

   _______ Mi maestro(a) me lo dijo.

   _______ El/la bibliotecario(a) se lo dijo a mi clase.

   _______ Me enteré de ello en la biblioteca.

   _______ Amigos me lo dijeron.

   _______ Me enteré de otra manera.

   _______ No me acuerdo.

Más preguntas en la próxima página...

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* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children*. Chicago, ALA, 1992.

Cuestionario del programa de lectura de verano * (continuar)

5. Marque las actividades de la biblioteca en que participaste. Dibuja una cara sonriente al costado de las actividades que más te gustaron.

_______ Leer libros.

_______ Horas de cuento.

_______ Ceremonia de premios.

_______ Programa de magia.

_______ Programas de pelicula.

6. ¿Qué te parecieron los premios de este verano? Marca las respuestas correctas. Tu puedes marcar más de una respuesta.

_______ No recibí ningún premio.

_______ ¡Estupendo!

_______ Bueno.

_______ Tonto.

_______ No me importa.

7. ¿Qué tal te pareció el tema del programa de lectura de este verano? Marca la respuesta correcta.

_______ No me fijé del tema.

_______ Me gustó.

_______ No me gustó.

_______ No me importa.

8. Cuéntanos cualquier otra cosa que necesitamos saber acerca del programa de lectura de verano. Puedes escribir al otro lado de esta página.

Gracias por haber contestado nuestras preguntas. Por favor entregue este forma a el/la bibliotecario(a) hoy día.

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* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children.* Chicago, ALA, 1992.

Preschool Story Hour Survey*

Please take a few minutes to answer these questions. We are interested in knowing how you and the child you bring to the library respond to Preschool Story Hour.

1. How old is the child you bring to Preschool Story Hour? _______________

2. Approximately how many times did you attend Preschool Story Hour this year? _

3. Do you check out books for your child when you come to Preschool Story Hour? Circle the best answer.

   Always   Never   Sometimes   Don't Know

4. Does your child remember and repeat the rhymes and finger plays that he or she hears at preschool story hour? Circle the best answer.

   Always   Never   Sometimes   Don't Know

5. Does the content of the Preschool Story Hour seem appropriate for your child? Circle the best answer.

   Always   Never   Sometimes   Don't Know

6. Do you use the follow-up activity sheet with your child? Circle the best answer.

   Always   Never   Sometimes   Don't Know

7. Would you recommend that a friend bring his or her child to Preschool Story Hour? Circle the best answer.

   Yes   No   Maybe   Don't Know

8. Is there anything else you'd like to tell us about your experience with Preschool Story Hour? Please feel free to use the back of the page.

Thank you for answering our questions. Please leave this form with the librarian today.

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* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children*. Chicago, ALA, 1992.

Cuestionario de la hora de cuentos para niños preescolares[*]

Por favor tome unos cuantos minutos para contestar estas preguntas. Nosotros estamos interestados en saber como usted y el/la niño(a) que usted trae a la biblioteca reaccionan a la hora de cuentos para niños preescolares.

1. ¿Cuántos años tiene el/la niño(a) que usted trae a la hora de cuentos? _________

2. ¿Aproximadamente cuántos veces han asistido a la hora de cuentos este año? ___

3. ¿Saca libros para su niño(a) cuando vienen a la hora de cuentos? Pon un círculo alrededor de la major respuesta.

   Siempre Nunca A veces No sé

4. ¿El/la niño se acuerda y repite las rimas y los juegos de dedos que el o ella escucha en la hora de cuentos.

   Siempre Nunca A veces No sé

5. ¿Es el contenido del la hora de cuentos apropriado para su niño(a)?

   Siempre Nunca A veces No sé

6. ¿Usa las hojas de actividades de proseguimiento con su niño(a)?

   Siempre Nunca A veces No sé

7. ¿Recomendaría a un amigo(a) a que traiga a su niño(a) a la hora de cuentos?

   Si No Quizás No sé

8. ¿Hay algo que quisiera contarnos acerca de su experiencia con la hora de cuentos? Sientase libre de escribir en el otro lado de esta página.

Gracias por haber contestado nuestras preguntas. Por favor deja este cuestionario con el/la bibliotecario(a) hoy día.

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[*] Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children*, Chicago, ALA, 1992.

Opinions vary among librarians as to the structure and formats of reading programs. Some libraries present a highly structured Reading Program during the summer; some have no formal structure at all; and most fall somewhere between these two extremes.

For instance, one library discovered that having a required reading list and requiring that a minimum number of books be read This turned off the children in their program to the point that only 45% finished the program and received certificates. However, the children still seemed to enjoy the oral reports portion of their program, so the library changed the program to a contract system. Oral reports were given in a group sharing situation or two children shared a book they had recently read, with others in the group.

Another library totally abandoned any type of structured program and provided various activities in which the children could freely participate. A third library was very successful with a formal structured program in which the children were required to read a certain number of books to receive a certificate.

These varied program philosophies appear to result from the reasons why librarians do a Reading Program. To find out which is best for, you must first review your philosophy of programming, and in particular your philosophy on Reading Programs.

When you have reviewed your philosophies, ideas, and experiences, consider the following items that may also affect your program:

Facilities

A. What amount of space is available and for what size group?

B. What size is your group?

C. Will the excessive noise level disturb other patrons using the library or is a separate room available for busy activities?

D. Is there a play area available for outdoor activities? Is a local park available for opening or closing parties?

E. How long will the programs be, and how often will they meet?

F. Will decorations and displays be put up in the area?

Staff

A. How large is the staff?

B. Does regular or volunteer staff, increase or decrease in size during the summer months? Are older youths used as volunteer helpers for your program?

C. How much time does staff, and volunteers have to participate in the program? Is it a key time for staff vacations?

D. Can parents of participants help with activities or perhaps provide refreshments?

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E. What special talents can staff, parents, and volunteers contribute to the program? (i.e., musical, arts & crafts, and drama)

Participants

A. What is the maximum number of children you can accomodate?

B. Will there be age limitations?

C. Are participants broken up into groups based upon age, reading skills, grade level, or do they participate as one large group?

D. Will a Read-to-Me program for pre-schoolers be offered?

Collection

A. Does the library need to purchase materials from the bibliography provided in the Arizona Reading Program (ARP) manual, collection?

B. Will bibliographies of your local resources be printed for the participants as supplemental handouts to the program?

Scheduling

A. Decide when and how registration for the program will begin in the library.

B. Contact local newspapers, radio stations, and possible television stations to find out what their deadlines are for publicity.

C. What kind of school visit, if any, will there be? (i.e., thematic skit given, book talks, handout flyers or a short narrative on the program?)

D. Alert all other library staff as to the dates of the programs and the special events.

Budget

A. What arts and craft supplies do you have or can you purchase?

B. What craft materials, prizes or incentives can be donated by local merchants?

C. Will participants be asked to provide their own supplies for certain activities?

D. Will it be necessary to purchase promotional materials in addition to those which the state provides free?

E. Is it necessary to ask for additional money for performer's fees, overhead costs -- rental space, or additional publicity (flyer)?

rev. 10/95

F. Is it possible to have a fundraising project to add to the available revenue for the program? Can your Library Friends group help?

Miscellaneous

A. Can field trips be planned and completed?

B. How can you use guest speakers, musicians, artists, and story tellers in your program?

C. What kind of support might you obtain from various merchants and civic groups for the program?

D. Has anyone else developed an activity or idea that had great success that could be used in the program?

Questions like these, along with an understanding of your personal interests and philosophy and the particular needs of your community, will help build the foundation on which the structure of your Reading Program will be based.

rev. 10/95

Structured Programs

Formally structured programs format allow the librarian more control over the participants' reading. However, they require a larger staff and a larger collection of material. Below are some items to consider in setting up a structured program.

1. Set age limits for children participating.

It is desirable to offer something for all age groups. If you only have time for one program, then try to reach an age group not normally served during the rest of the year. For example, if there is a story time during the winter for pre-schoolers, offer something for school age children during the summer.

2. Determine the number of books/number of minute's children must read to get a certificate.

Try not to set the requirement so high that it will discourage children from reading or encourage "cheating" by way of reading below their level. It is important to remember that the slow reader, the learning disadvantaged and the handicapped child needs to feel that they belong. If you decide you want to require a certain number of books/number of minutes to be read by the participants, keep the number within a reasonable limit. Determine the length of your program and the average reading ability among your patrons. Make special provision for those children who are poor or non-readers to earn a certificate in some other way.

3. Create required reading lists.

Compile a list of books that reflect the theme of the Arizona Reading Program.

4. Avoid competitive programs.

If a library's main thrust is to reward the child who reads the most books, then the interest of the poor reader is lost. It is as great an accomplishment if the slow reader gets through one or two books as it is if the bookworm gets through 50 to 100. Make sure rewards are available to everyone.

5. Encourage oral or written reports.

Oral reports, while very time consuming, give the librarian and the child time to discuss books and gives the librarian an opportunity to determine in which direction to guide the child in future reading. Written reports stimulate the thinking and writing skills of the child.

NOTE: Be careful not to exclude any child because of handicap, reading ability, noncompetitive attitude or even part-time status in the program.

Nonstructured Programs

This format works best for small libraries with limited staff or volunteer resources. It is marvelous for the child who is looking for a **non-classroom** type summer activity.

1. Any child may participate.
2. There is no required reading list or minimum number of reports.

Any child who has participated by reading at least one book or by participating in one activity may receive a certificate.

Design displays and special interest lists, but allow children to choose their own books from the library collection.

3. Children keep their own reading records for personal satisfaction.
4. If the child moves or goes on vacation to another part of the state and the local library there has a summer reading program, the child may continue the program with them.

Contracts or Individual Goal Setting

1. Do not require a minimum or maximum number of books to be read.
2. Children set personal goals of how many books to read.
3. Draw up individual contracts between the children and the librarian delineating the **agreed goal.**
4. Sign contracts before beginning the program or when the children read their **first books**.
5. Do not quiz children on the books they have read.
6. Make no restrictions on the type of literature to be read. Encourage children to read at or above their current reading level.

Read-To-Me Programs

Although Summer Reading Programs have traditionally been directed at children who have learned to read, in recent years many libraries have also offered Read-To-Me programs for preschool children. Offer these in conjunction with the Summer Reading Program using the same or a different theme or at a different time of the year as a separate promotional activity.

A Read-To-Me program involves parents and children reading together. Children get credit for each book read to them. Award a certificate or other small prize upon completion of a certain number of books. The library may issue reading records and/or have a bulletin board or display where children keep track of the number of books read.

The Read-To-Me program can be an excellent activity to implement with groups of preschoolers who attend story hour in the library or whom the librarian visits at a child care center. Center staff could introduce the program to parents and encourage them to join and use the library to complete the program. The library and center could give a joint certificate. This could be a good way to reach those parents who may not read to their children or be regular library users.

PROGRAM OUTLINE

A. Audience:
Preschoolers (3-5 years) and their parent(s) / caregiver(s).

B. Step-by-step mechanics:

PLANNING

Provide a "club" for these preschoolers and their parents or caregiver(s). Plan the club several months in advance. Write an invitational letter to the caregiver(s) to explain the "club". Organize an initial meeting for the caregiver(s). Provide the handout to caregiver(s). *How to Read Aloud With Your Child* (see below).

Invite caregiver(s) by letter to attend a story hour. Also, make the letter available at the librarian's desk. Caregiver(s) should also receive a pamphlet about summer reading and a list of recommended books for the child.

PRESENTATION

Hold a meeting before the beginning of the program. Acquaint the caregiver(s) with the program and schedule individual meetings with the caregiver(s).

Caregiver(s) and child select books each week. At home, the caregiver(s) read the books to the child several times duing the week. This is done until the child has "learned" the stories. Encourage caregiver(s) to discuss the stories, the illustrations, and any concepts related to the stories with the child. The caregiver(s) and child return to the library where the child may tell the story to the librarian, using the book. The caregiver(s) is / are present in case the child is bashful and needs prompting.

C. Supplies

A reading log to list the books each child reads. Distribute copies of *You Can Encourage Your Child to Read* and *How to Read Aloud With Your Child*. Prepare certificates and posters.

Basic Guidelines For Selecting Material To Read Aloud

1. You must like the story. You are more likely to draw an emotional reaction, if you are involved with the story yourself.

2. Books well written have vivid characterization and the pace is fairly fast—more action, and less description.

3. Five to ten minutes may be plenty of time to read to your child, because most pre-schoolers have short attention spans.

4. The real test of a good book is its ability to give pleasure to both parent and child. Listening provides natural opportunities for development of vocabulary and an acquaintance with English syntax.

MOST IMPORTANTLY, you help your child to know good books and poems in a relaxed, warm atmosphere.

On the following page are two lists of tips for parents. You may wish to photocopy them and provide them to parents when they register their children for the Reading Program.

A Word (or 2) For Parents
How to Read Aloud With Your Child

1. PLAN AHEAD. Choose a time when there will not be interruptions; if possible have a regular time each day.

2. SELECT A QUIET, COMFORTABLE PLACE. Sit so your child can see the pictures easily--on your lap or near you.

3. SELECT SEVERAL BOOKS ahead of time that you think he/she will enjoy; read through them, yourself before sharing them so you can read smoothly.

4. TRY TO READ IN A NATURAL VOICE that's soft, low and interested.

5. BEGIN WITH THE FAMILIAR such as Mother Goose, finger plays, songs, poems, etc.

6. PAUSE AT INTERVALS. This gives your child a chance to react to the story and the illustrations.

7. RESPECT YOUR CHILD'S MOOD. Boredom or restlessness perhaps indicate the book or time isn't right. If he/she doesn't want to discuss the pictures, don't step-up the pace. Your child may want to turn several pages to finish more quickly. Let her/him.

DOs

Take advantage of your child's interests, e.g., dinosaurs, trucks, etc.

Keep books around even if he/she shows little interest in them right now.

Ask questions as you read.

Encourage your child to make up his/her own stories to go with the pictures.

As your child reaches school age, begin to include longer stories that can be read one episode or chapter at a time. An example is Graham's **The Wind in the Willows.**

DON'Ts

Use story time to teach reading.

Compare your child to another who loves reading.

Be surprised if your child wants to hear the same book repeatedly. The high interest and repetition will be good for him/her

43

49

The following list of tasks can be used to build a timeline. Remember to keep a monthly calendar with important dates marked. Planning calendars are included at the end of this chapter.

4 -5 Months Prior to Beginning of Summer

1. Review the manual thoroughly. Read over the activity sheets to plan for required materials.
2. Choose dates, structure and procedures of the program.
3. Check State Library Reading Program materials request form to be sure an accurate number of items has been ordered.
4. Create a calendar for tentative scheduling of programs.
5. Look for local talent and volunteers. Staff and patrons may have special talents and interests to share.
6. Order books to enrich the theme and order any media for programs. Check bibliography against holdings. Consider paperbacks to supplement where needed.
7. Send letters to Friends of the Library and community organizations asking for donations.

2-3 Months Prior to Summer

1. Finalize program schedules. Plan alternate programs in case of cancellations.
2. Confirm films, performers and craft dates. You may want to "kid test" crafts.
3. Order material for crafts.
4. Check AV equipment and repair as necessary. Buy extra lamps.
5. Prepare flyers with information about the program. Distribute to children and parents at schools and at the circulation desk.
6. Prepare bulletin board materials.
7. Prepare needed materials for volunteers.
8. Send letters to Friends of the Library and community organizations asking for volunteer helpers.

1 Month Prior to Beginning of Summer

1. Place posters in the community and in the library.
2. Visit newspapers, radio and TV stations to explain your publicity needs and take your first press release. This approach is advisable only in smaller communities.
3. Arrange and make school visits. Do not forget private and church schools in the area. It may be necessary to concentrate on certain grades due to time limitations. Distribute flyers during your visits and ask to have notices put in the school's last newsletter or in flyers sent home with report cards. Remember the parent groups or organizations like Girl Scouts, Boy Scouts and day care groups in your community.

2-3 Weeks Prior to Summer

1. Have staff meetings about the programs planned and pass out schedules.
2. Begin decorating the library.
3. Make packets for registration. Try to include reading records, schedule of events and membership cards.

Remember to write these schedules and events on the calendar. How many weeks will the Reading Program run? What day will you clear school visits with the principal and the librarians of each school? When does school end? What are the other events in town? (For example when does the pool open, camps begin, or little leagues have play-offs?) When will registration for the library reading program begin? End? What are the print deadlines for local school newspapers, community newspapers, church bulletins, community or civic club newsletters? When will you put up posters in the schools, in the community? What days will you have special activities? Will there be a special opening event and closing celebration? What is the staff's vacation schedule? Will you have an orientation for staff, volunteers and friends group?

When you have developed your timeline and finish as many of the reading programs dates as possible, publicize them in your opening announcements. Be sure everyone knows about the events happening in the library, so other activities won't be scheduled that will compete with the library. It is a good idea to include a list of activities in newspaper publicity throughout the reading program to remind other program planners of your schedule.*

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*Adapted with permission from the Tennessee State Library and Archives from *Cool Cats/Hot Books Summer Reading Program Manual* ©1989.

JANUARY

DECEMBER

			1	*2*	*3*	*4*
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26	*27*	*28*	*29*	*30*	*31*	

FEBRUARY

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Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*
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Things To Do:

FEBRUARY

JANUARY

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Things To Do:

Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*
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MARCH

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Things To Do:

Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*
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APRIL

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Things To Do:

Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*
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APRIL

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JUNE

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MAY

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JUNE

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Things To Do:

Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*
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JULY

JUNE

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AUGUST

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Things To Do:

Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*
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AUGUST

JULY

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SEPTEMBER

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Things To Do:

Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*
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AUGUST

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OCTOBER

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SEPTEMBER

Things To Do:

Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*
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OCTOBER

SEPTEMBER

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NOVEMBER

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Things To Do:

Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*
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NOVEMBER

OCTOBER

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DECEMBER

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Things To Do:

Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*
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DECEMBER

NOVEMBER

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Things To Do:

Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*
					1	2
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24	25	26	27	28	29	30
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Preparing Printed Matter*

Face-to-face public relations and promotion for specific programs are a much easier job when accompanied by something tangible to hand out. Printed matter always helps underscore the message and leave a physical reminder of the program. Publicity pieces for the Arizona Reads Program can be as simple as a bookmark or flier. Reproduction by a quick printer for large quantities or a good copier for smaller needs is inexpensive.

The clip art for the Arizona Reads Program is yours to adapt and use however you like. Reduce it, enlarge it, reposition it, cut it up, color it, whatever.

Use a variety of techniques to prepare professional-looking custom information on printed matter. If you have access to a copier that reduces and enlarges, transform simple typewritten copy into a larger, bolder version, ready to paste-up in a layout.

Art or graphic supply stores, and quite a few stationers, carry a wide variety of "rub-on" lettering. One or two sheets of lettering should be enough to see you through all your printed pieces. It is relatively easy to use the letters. Suggestion: apply the letter to a separate sheet of white paper, then cut the set type out and past it to the layout. Set type line-by-line, cutting out and placing each line of type individually in relation to the other lines of type. This technique prevents tragic and unsightly placement of letters directly on a layout, and lets you play with your arrangement a little before you commit it to glue.

Professional typesetting is not terribly expensive. Take just a few headlines, your library's name, address, the pertinent facts of your program to be set, and then photocopy the additional copies and sizes you need at the library. Nearly any mechanical means of typesetting, including typewriter copy, looks more professional than hand-done lettering. **UNLESS YOU'RE A WHIZ CALLIGRAPHER, RESIST THE TEMPTATION TO HAND-LETTER!**

The Importance of an Information Form

When you solicit monetary support for your program, be it in kind support, museum passes, ice cream coupons or a feature story in the newspaper, include a business-like fact sheet in addition to your printed publicity pieces. The fact sheet should include:

- the purpose of the Arizona Reads Program
- who will be involved in the program, and how participants will benefit
- dates, times, and locations
- this year's theme
- special plans for the summer
- what kind of help the library needs
- who to contact at the library for more information
- statistics from previous years• past programs and themes

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* Adapted with permission from the Tennessee State Library and Archives *Cool Cats/Hot Books Summer Reading Program Manual*, ©1989.

Having a background sheet that includes details lets potential sponsors, helpers and reporters know that you're serious and organized about your program. It can save much time for you in terms of answering philosophical questions or explaining the reasons for the program.

Person to Person Contact

Nothing makes people more likely to come to the library than a personal invitation. Failing a personal invitation, a judiciously posted flier can work wonders. If you can possibly spare the time to get out in the community, you'll find that your efforts are worth it. Arm yourself with bookmarks and visit the classrooms to talk with kids. If you can't spare the time, use the mail! Write a peppy cover letter and mail bookmarks to the school principal for distribution to the students. Ask to speak to PTA groups and for announcement space in their newsletters. Catch kids and parents where they are: send library staff home with fliers to post at their neighborhood stores. Take a pile of bookmarks to your local bookstore and ask them to give bookmarks out with purchases. Call upon all those organizations who post notices at the library to post notices for you, or to mention your program in their newsletters. Freely mail your information to any adult who seems interested, and of course, use it if you're soliciting goods or money.

Perhaps the best public relations you do at the library itself are promoting the programs to the parents and children who use the library. These are the most likely candidates for your program. Inform your staff of every last detail of the Arizona Reads Program and spend several weeks letting everybody who walks through the door with Arizona Reads Program information and encouragement. Post fliers and posters generously around the library and put your reading sign-up station in a conspicuous spot. Create a splashy display. Post the kids' names as they join. Attract attention and encourage questions.

Handling the Media

The library has many allies in the community, and media people are among them. Don't be shy about asking for coverage. Assume you're on friendly ground and tell your story around!

Newspaper Features

Newspaper stories are wonderful program packers. No other medium allows you so much time and space to tell your story. You can usually get in all your nitty-gritty details and still have time to philosophize about the greater meaning of the Arizona Reads Program. Drop off a packet of information materials (your information form and other pertinent pieces) to the newspaper. With a small community newspaper, call the editor and talk about doing a feature article. Include a news release, written in narrative form, that explains your program briefly.

Double space your news release, and begin typing your copy on the lower half of the page, continuing your narrative on succeeding pages, if necessary. It is best to keep to one page and add a fact sheet. This spacing allows room for editorial comments, notes, and other comments. Make it clear in a cover letter that the materials are adaptable and that the paper is free to use them in any way they see fit. Many community papers will use your writing verbatim; others will adapt the writing or write their own feature articles. Make it easy for editors to find you or your contact person for interviews or to answer questions. Many papers are glad for you to come in and talk to them personally; find out on the phone what they prefer. If your paper gives you a feature story on the Arizona Reads Program at the beginning of the summer, ask them then about doing a follow-up story at the end of the summer. How programs turn out interests most newspapers.

Whenever possible, include a photograph with your press release. Photos are always more eye-catching than just text, and editors love them because photos of local people (especially kids) sell papers! Send clear black-and-white pictures.

Radio Public Service Announcements

Never underestimate the power of the radio. People listen. All radio stations, to maintain their broadcast licenses, are obligated to run public service announcements (PSAs) regularly, free of charge to community organizations. Most are more than happy to receive PSAs and graciously give good airplay to them. Most stations would prefer to receive a typed PSA that announcers can read off the cuff at various intervals instead of a produced, taped spot that they must plan to use. Ask the station for a taped or live on-air interview about your program. If interviews are featured regularly on your station, you might just want to pursue this. All you need to do to get a PSA on the air is to mail it in. Call the station's switchboard to find out the name of the Public Service Director and mail your announcement to that person. A simple cover letter requesting support for the program assures air-time. A few rules of thumb govern the writing of PSAs:

Always include, at the top of your PSA, the following information:

DATE: (Date you're sending the announcement out)

PUBLIC SERVICE ANNOUNCEMENT RE: (Brief description)

PROGRAM DATE: (Date your program starts)

AIR DATES: (Choose a time period over which you want announcement made)

FOR MORE INFORMATION: (Your contact person's name & telephone)

TIME: (10 sec., 20 sec., 30 sec., etc.)

Double-space your announcement for easy reading. Use ALL CAPS for the same reason. Make sure your announcement and header information (above) all fits on one page. You may want to send in several PSAs of varying lengths, to give the announcers a choice. Send each one on a separate sheet, each with the same header information.

Keep your messages within the 10-, 20-, or 30-second limit. Time it yourself, reading at a normal pace, to make sure. Always include the pertinent information in your announcement: Who, What, When, Where, and How to get more information. There's no time in a 30-second announcement to get to the Why—spend your remaining seconds on a catchy invitation.

Television Announcements

Television stations must provide public service time, too. Many have noon or morning "magazine" shows that include a regular segment of time for community announcements. All you need to do to get your announcements read during these times is call the station to find out who coordinates announcements for the show, and mail your information to that person.

Getting a stand-alone public service announcement on television (one that is run in a string of commercials during regular programming) is a little more complicated. You must call the Public Service Director at the station to arrange this. Taped public service announcements must be shot on 3/4" videotape (home cameras use 1/2" tape), and are difficult for most libraries without studios to produce. You may be able to talk your local station's Public Service Director into filming a spot for you and duplicating it for other stations in the area. Before approaching a station about doing this, you must have a script and scene in mind. It's much easier for them to make a decision if they have some idea what it's going to involve. If a taped PSA is out of the question, most stations will accept a slide and an announcement. They will hold the slide on screen while they run a taped voice-over of your announcement. Wording should be similar to radio spots—nothing longer is appropriate. Your slide can be a "reproduction" of the Arizona Reads Program artwork. Make it colorful. When shooting slides for television, remember to leave a very wide border around your actual copy. Not all of slide or picture shows on a television screen. Do not use white as a background color; white shimmers and glares on TV. Slides of library activities might also be appropriate for PSAs: keep your main visual idea restricted to the center area of the slide.

*A MAJOR WORD OF CAUTION ABOUT TELEVISION ANNOUNCEMENTS

Television is an incredibly regional medium. Always bear in mind the impact your announcement will have on other libraries than your own. Your announcements may be seen by viewers over many counties—and everybody's library has a different thing going regarding program specifics such as dates, events, awards, and so forth. Keep your TV PSAs generic enough so they won't cause heartbreak or utter chaos in somebody else's library. Call around to other libraries in your viewing area and get their feelings on the issues before you approach the TV people.

TV News Coverage

Go for it! If you have an event (an **event,** not a summer-long program) that's newsworthy, call the News Director at your station. Be very specific about what a camera might see, how many people are expected to be there, and how many kids participate. Paint a colorful picture and tempt the news people with a good "parting shot" on the nightly news. Tell the News Director you'll drop off some background information at the station, then do it. (Include your information for the Arizona Reads Program, and any other pertinent materials you have on hand.) Add a separate sheet that gives details on the event you're wanting covered: time, place, what's happening when, and what good visuals they might find. News people can never commit to coverage ahead of time (you're up against national news and local house fires) but most are willing to seriously consider library stories, especially when kids are involved.

Letter to Parents

Dear

Each summer the Public Library provides a summer reading program for the children of the community. It is an important program designed to help children in our community maintain their reading skills during the summer recess from school. Studies have shown that unless a special effort is made to prevent it, there is a substantial loss of reading skills during the summer vacation.

Another goal of summer reading is to help the children discover the pleasure of recreational reading. We are constantly looking for ways to entice the non-reader and low level reader to read since the best way to improve a child's reading ability is to get them to read. Our program is designed to be fun as well as educational.

We are asking for your help in providing this important program for the children of
We are asking businesses and individuals to contribute to help pay for the reading incentives the children earn by reading books. Your donation will be used for things such as purchasing tee shirts for children participating, prizes for children who read the most books and other incentives to encourage children to read, read, read!

We have an exciting program planned for this year and we hope that you will want to help make it happen. Please feel free to contact (Librarian) at (Phone Number) if you have any questions or if you would like more information. We would appreciate a response by (date) , so that we may plan accordingly.

Thank you for your time and consideration.

Sincerely,

(Name)
(Library)

"KIDS SPORT CARD SHOW"

Finally a card show just for kids. All spaces are reserved for kids.

Adults are welcome to come and buy.

Sponsored by - Your Library Summer Reading Program

Date -

Time -

Place -

Cost -
1. can be time spent reading
2. number of books read
3. or a fee

BUY SELL OR TRADE - The money is yours to keep

All you SPORT CARD FANS come out and support these kids.

Please run this article through (DATE)

Any Help You Can Give Us Will Be Greatly Appreciated.

Thank you!

Sincerely,

(Librarians Name)
Children's Librarian

SAMPLE NEWS RELEASE

From:	(Library)	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Phone)
RE:	Reading Program	Release Date:	

READ: FROM SEA TO SHINING SEA

At the_______________ Public Library, we are gearing up for a summer of learning about America's regional differences, & exploring bridges across America. **READ: FROM SEA TO SHINING SEA**, covers everything from songfests to crafts and games. If you are between the ages of ________ and________, join the Arizona library "readers" at ________(name of library)__________. You will read great books, play exciting games, and see musicians, storytellers and magicians. You will have a simply stupendous time this summer! Call or come by the public library for more information.

SAMPLE NEWS RELEASE II

From:	(Library)	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Phone)
RE:	Reading Program	Release Date:	

SUMMER READING PROGRAM RETURNS

The Arizona Reads Program is back again this summer at _____(name of library)_____ This year, our theme is **READ: FROM SEA TO SHINING SEA.** Kids ages _____ to _____ are invited to join the library staff in a whole new adventure revolving around America's cultural diversity. Enjoy a summer filled with crafts, games, puzzles, performers, artists, movies, stories and more! Come by _______(name of library)____ or call us at to sign up for **READ: FROM SEA TO SHINING SEA.**

SAMPLE NEWS RELEASE III

From: (Library)
(Street)
(City/State/Zip)
RE: Reading Program

Date: (Current Date)
Contact: (Name)
(Phone)
Release Date:

READ: FROM SEA TO SHINING SEA

READ: FROM SEA TO SHINING SEA, activities with a local twist, is the theme for this year's Arizona Reads Program at the _______________ Public Library. Open to children ages ___ to ___this weekly program encourages and emphasizes the joys of reading, through educational and fun summer activities. Every child will be a winner with reading!

The children may begin to register for the program on ___________________________; activities begin
:

The _____________________ Public Library is located at _____________________ and you may telephone (coordinator)____ at _________________________ for additional information about the program.

FOLLOW-UP NEWS RELEASE

From:	(Library)	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Phone)
RE:	Reading Program	Release Date:	

READ: FROM SEA TO SHINING SEA

More than ___________ young people participated in **READ: FROM SEA TO SHINING SEA,** the Arizona Reads program held at the _________(name of library)___________. The program provided by the Arizona Department of Library, Archives and Public Records, the Arizona Humanities Council, and local libraries, was a huge success! Performers who gave presentations at the library were (list names and their specialty).

Librarian _______________________ reports that children's programming will continue this fall with (indicate plans and dates).[1]

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[1] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT I

From: (Name of Library)

Date: (Current Date)

RE: Reading Program

Air Dates: Time Period for Announcement

Program Date: (Date Program Starts)

Contact: (Name)
(Telephone Number)

Time:

READ: FROM SEA TO SHINING SEA is this year's Arizona Reads Program theme. Because it is a millennium summer, the library is sponsoring its own millennium style events. Here are some of the activities that will be taking place at the public library: (list here)

Call the ______(name of library)______ at ______________________________ for more information. Brought to you by your local library and the Arizona Department of Library, Archives and Public Records and the Arizona Humanities Council.[2]

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[2] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT II

From:	(Name of Library)	Date:	(Current Date)
RE:	Reading Program	Air Dates:	(Time Period for Announcement)
Program Date:	(Date Program Starts)	Contact:	(Name) (Telephone Number)
Time:			

Celebrate a millennium summer! Make crafts! Play games! Listen to storytellers, magicians! Create and invent! Be a player in our library millennium events! The ____________(name of library)____________ is sponsoring **READ: FROM SEA TO SHINING SEA** as this summer's Arizona Reads Program. If you are between the ages of _____ and _____, join the fun with the Arizona Reads Program.

FINAL NEWS RELEASE

From:	(Name of Library)	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Telephone Number)
RE:	Reading Program	Release Date:	

READ: FROM SEA TO SHINING SEA

READ: FROM SEA TO SHINING SEA was the name of the 2000 Arizona Reads Program held at the (name of library)___ And there were lots of local winners! _______ (Number of children) discovered the joy of reading and were entertained by competitions, craftmaking, storytellers, activities, magicians, all at the library. Over a period of weeks, more than (number) (books or minutes)_______ were enthusiastically read by the participants. Children received prizes such as _______(list some here)_______ as they met reading goals. Local sponsors included _______(list here, if any)_______________. In conjunction with the program, ___(number) people attended special events held at the library.

For information about programs at the ______________________________ Library this _____(month)_____ you may telephone at _________________________. The library is located at ___________________________________.

It is very important during your reading program to recognize the progress your participants are making. Do this in one of two ways. The first is through incentives: items you receive from the State library or items donated by the local merchants or items you purchase yourself. The second way you recognize your readers is to give each participant a certificate.

Awarding Certificates

Award the certificates at the end-of-summer celebration through schools, after school begins, or individually as children complete requirements.

1. Many libraries plan special programs or parties to wind up the Reading Program on a festive note. If the library distributes certificates at a final celebration, make it seem special. Perhaps the library can have a special guest, such as a local official, to help give out certificates. Libraries who have done this reported that they had many unclaimed certificates, and indicated that this process needs a back-up distribution system.

2. If the library plans to distribute certificates in the fall through the schools, contact the schools for approval in the spring. Ask to be able to do this at an assembly if possible.

3. Some libraries give certificates to children as they complete requirements. This has the advantage of solving the problem of unclaimed certificates at the summer's end. However, it may make children feel they have finished the program and thus finished the reading for the summer. If you use this approach, be sure staff tells the children as they award certificates that they hope the children will keep reading and visiting the library. The library can still have an end-of-the-summer party without the certificate distribution.

Incentives

Many libraries like to give children some other small token for completing the program. There are arguments for and against prizes, but library budgets generally ensure they are very modest. Hint: Do not save something for a prize that is better used as a promotional item early in the program.

1. There are many ways in which public libraries can reward children for participating in the library's reading program. Incentives ranging in cost from bookmarks printed by the state library to T-shirts (one of the more expensive prizes) with the program slogan. Free tickets and coupons are also good incentives. For example, one year the Houston Astros, Denny's, and Whataburger supported a summer reading program by providing free tickets to Astros games, coupons for free snacks at Denny's, and free Whataburgers. One library provided top readers with such incentives as coupons for free mini-pizzas (Pizza Hut is usually willing), ice cream sundaes and movie tickets. Larger rewards, such as sun visors and wrap-around sun glasses, while still low cost may be provided by the Friends of the Library.

2. Buttons are extremely popular with the children. One year a library discontinued passing out club buttons to the children enrolled. They found out from the resulting outcry that the buttons were an important part of the whole program. Kids collected the buttons from the first time they enroll and built collections that they valued highly. The following year they brought the buttons back, and reading jumped 10%. Many of the sources listed in the appendix (starting on page Q-11) offer buttons at a minimal price; if you have button-making machines, volunteers could design and make them for your program.

3. Another way to stimulate the interest of children in the Reading Program is to introduce computers. One library borrowed four Apple computers. Kids registered themselves on the computers. They kept track of their own scores as they played the reading game on a Monopoly-like game board. The kids read in specified subject areas for extra points, drew picture book reports, participated in the weekly trivia contest, and attended library programs. One of their librarians did the computer programming and designed the reading games. A big plus was the reduction in paperwork usually involved in keeping track of the participants.

Games

Games are a great way to stimulate interest in reading programs. One of the benefits of a reading game is that it attracts the average and poor readers, as well as the better readers, and everyone has an equal chance. If you are interested in finding out about Enoch Pratt's summer reading game, a report on it appears in the Spring 1986 issue of *Top of the News* magazine.

The important thing to remember is that a positive reinforcement of a love of reading is the main goal. Children's librarians have long held as their foremost objectives those so well formulated by Harriet Long in her book **Rich The Treasure:**

1. "To make a wide collection of books easily and temptingly available."
2. "To give guidance to children in their choice of books and materials."
3. "To share, extend, and cultivate the enjoyment of reading as a voluntary, **individual pursuit**."
4. "To encourage lifelong education through the use of public library resources."
5. "To help children develop their personal abilities and social understanding to the **fullest**."
6. "To serve as a social force in the community together with the child's welfare."

An Alternative View

Opponents of reading programs feel that there is a tendency by parents, teachers or the children to make participation competitive. The child reading the largest number of books is the winner of the game. This emphasizes quantity over quality and discourages some children. Some librarians feel that no awards or prizes should be given, that the only reward should be the pleasure derived by the child. Some libraries award certificates to children who read the required number of books. The schools often cooperate by presenting these certificates at assemblies. This recognizes the child's effort and encourages other children to realize that reading can be a pleasurable experience.

Also, the system of awarding prizes differs from one library to another. Some libraries reward children based on the number of books read, some on the number of pages read, and some even recognize simply the amount of time spent reading. In whatever way your library recognizes the children's participation, give some form of reward.

"...Children who are not told stories and who are not read to will have few reasons for wanting to learn to read."

Gail E. Haley, 1971 Caldecott Medal acceptance speech.

"...While enriching your child's world, don't overlook the fact that looking at books and being read to is one of the best preparations for learning to read oneself."

Toni S. Gould, **Home Guide to Early Reading**.

"...Do you read to the older children who can read for themselves? If you do not, you are depriving them of a pleasure they will remember all of their lives."

Charlotte Leonard, **Tied Together**.

As librarians, we are well aware of the benefits of reading to children. We have heard the testimonials, read the research, made our own observations. We believe strongly in the practice, but we have the opportunity to read to the same children maybe once a week. School teachers can at least read aloud to the same children every day, but we all know that the greatest impact is made by the parents who read in the home. Use the Arizona Reads Program as an opportunity to encourage reading as a family activity.

Get parents involved from the beginning of the summer reading program.

Hold a kick-off event for the Arizona Reads Program involving parents and children. If possible, have the parents and children come to the same event, breaking into separate groups after a welcome and explanation of the Arizona Reads Program.

During the parent component:

- Invite a local reading specialist to give a brief presentation to the group. Colleges, universities or local school districts are all sources for speakers. The speaker should keep it short and realize that the audience is composed of parents, not educators or other specialists.

- Parents not in the habit of reading aloud may be hesitant to make their first choices. Prepare a list of books you think are especially suited to the purpose. Draw attention to the list and, if possible, make enough copies to give away.

- Booktalk your parents! Draw their attention to books for adults that will help them get started reading aloud or inspire them. **The New Read-Aloud Handbook** by Jim Trelease is excellent. It contains lists of proven read-aloud winners. Describe or quote briefly from one or two titles.

At the end of the parent component, bring groups back together and have someone read a story or chapter to the entire group. Prepare the reader with an enticing selection, but read it, do not perform it. While everyone enjoys a good storyteller, we want to convince parents that reading and listening together is a pleasurable experience within any family's reach.

There is a rationale for stressing brevity in the parent's program. We want parents to find the program interesting and quick-moving, but we do not want to overwhelm them with the idea of reading as a family. If parents think they have to make radical overnight changes in the families routine, they may not even get started.

Parental Program Tips

Have a guest book for parents to sign that includes addresses so that you can send invitations to future events or other information.

Provide refreshments to foster an informal, social atmosphere.

Create displays of books from reading lists so individuals can easily pick them up at the end of the program.

Allow time at the end for browsing and socializing.

Keep everyone involved during the length of the Arizona Reads Program.

If you use contracts for a reading program, allow books or pages read by parents to count toward fulfillment of the contract. Parents could make a separate contract, if they prefer, but either contract should allow the books read to count for older children as well as Read-To-Me participants.

Was the atmosphere enthusiastic at your kick-off event? If so, try a midsummer parent/child get together. You may want to have someone share a favorite book or excerpt and/or show a short film based on a children's book. Draw attention to any interesting new titles and be prepared to recommend more favorites. Allow families plenty of time to swap experiences and favorite titles as well as to browse.

A biweekly or monthly read-aloud newsletter could be a feature. This can be as simple as a photocopied list of additional titles especially suited for reading aloud or a report of the children's activities in the Arizona Reads Program. Use your mailing list if funds permit or send a sheet home with the children.

Have the last meeting of the Arizona Reads Program at a time when parents can attend and make it a big celebration. You may award certificates at this time. You can award special certificates for reading families or indicate on the child's certificate (with gummed stars or stickers) how many books were read aloud by a parent.

Refer to the section **A Word (or 2) for Parents,** in the chapter on program structures. This section has many useful tips for parental involvement. You may wish to photocopy the tips and hand them out to parents when they register their children for the Reading Program.

SUGGESTED TITLES FOR USE BY PARENTS

Babies Need Books.	Dorothy Butler (Atheneum c1985)
Classics to Read Aloud to Your Children.	William F. Russell (Crown c.1984)
The New York Times Parent's Guide to the c1988) *Best Books for Children*	Eden Ross Lipson (Times Books
A Parent's Guide to Children's Reading.	Nancy Larrick (Bantam c1982)
The Read-Aloud Handbook.	Jim Trelease (Penguin).
The RIF Guide to Heart: How to Develop a Love of Reading in Your Child.	Paul Copperman (Addison Wesley c1986)
The World Treasury of Children's Literature.	Edited by Clifton Fadiman (Little Brown c1985)

PARENT / FAMILY PROGRAM ACTIVITIES

The following suggestions may offer activities that are new to your community. Do not be shy in providing ways for parents and family members or children's caregivers to use fresh ideas.

- Use your program registration forms or a family designed guest book to develop a mailing list for announcements for future events. Offer refreshments during the browsing time at the end of a program. This makes the program more of a social occasion.

- If you have a preschool read-together program for your pre-readers and their parents, put both the child's name and the parent's / caregiver's name on the participation certificate, or give each their own. After all, they earned it together.

- Allow children to use materials read to them in reaching their goal, whether it is a contract, personal goal or library-set goal.

- If your library is open in the evening, sponsor a father's / male caregiver's night out at the library. Have children bring their fathers, grandfathers or significant male family caregiver to the library for a special storytime session, refreshments and book selection. Do not forget to mention the need for family read-aloud time. If the evening is a success, consider making it a regular event.

- Periodically send an updated list of read-aloud titles home with the children.

•Keep displays of good family read-aloud books available on display throughout the program.

• Develop a family reading display on the wall using butcher paper and construction paper. *"Reading Is a Natural "* lends itself to many possible themes. For example, an animal theme might use animal shapes for families to record their names and book titles.

• Host a family spelling bee. Use regular words or have a theme that illustrates *"Reading Is a Natural. "*

• End your program with a celebration. Plan the program or event for a time when parents can attend. If you award certificates at this time, special recognition or certificates can be presented to reading families.

In the Family Reading Program Activities Packet you will find more suggestions that may be shared with parents or adult family members. Reproduce the needed amount to share with families and grandparents in the community in order to stimulate good reading habits. You may want to include them in the packet of registration materials for the program or as handouts for the read-together session.

ADULT PATRON INVOLVEMENT IN FAMILY READING

Most of us think of family reading programs only in terms of children, usually those who are three to ten years old. Occasionally we make an effort to encourage preteens and teens, but seldom do we realize there is an entire category of patrons who may enjoy participation. Those patrons are the young adults and adults of the community. Consider the impact of such a program for your library. Family programs, senior citizens, nursing homes and retirement center residents, as examples, are groups who might be considered for family reading programs.

FAMILY PROGRAMS

Many children spend their time in a child care environment since the norm is for both parents to be employed or for the child to come from a single parent home. Regardless of the circumstances, every family has demands that consume a great deal of time. Some librarians have moved storytime to evening hours to better accommodate those families. Storytime has become Family Time! There are a few things you may want to consider offering family groups in a family reading program.

Why not offer a FAMILY CERTIFICATE along with individual certificates? During Family Reading Program time each child must bring an adult and each adult must bring a child. Set aside a special week during the family program for special features for family involvement and attendance. Have special bulletin boards, reading material centers, read-aloud programs, and lapsit programs. Follow the lead of one offer contract programs such as "DADDY (OR MOM) WILL READ TO ME." Grandparents or other caregiver adults sometime bring children to the library. They, too, may be interested in working toward a certificate or in becoming involved in a meaningful way.

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SENIOR CITIZENS

During the active working years, time is not always available to read the many books or periodicals an individual might want to read. Consider a special program for senior citizens using the family reading theme. A low-key public awareness program to the targeted seniors in your community, pointing out that a special family program is available, may bring in several new patrons. A simple letter to civic clubs, churches, senior residences, health care offices, area agencies on aging and senior citizens centers should help to spread the word. Your sincere interest will become known and the response may surprise you.

NURSING HOMES AND RETIREMENT CENTERS

Those who reside in nursing homes and retirement centers may be served by regional library centers, but the involvement of the local public library may prove to be popular.

Program directors in these care facilities might appreciate having buttons, ribbons, bibliographies, bookmarks and other thematic program materials. The games and activities enjoyed by children may also be enjoyed by seniors who live in nursing homes and retirement centers. Program directors are always looking for new and interesting program materials.

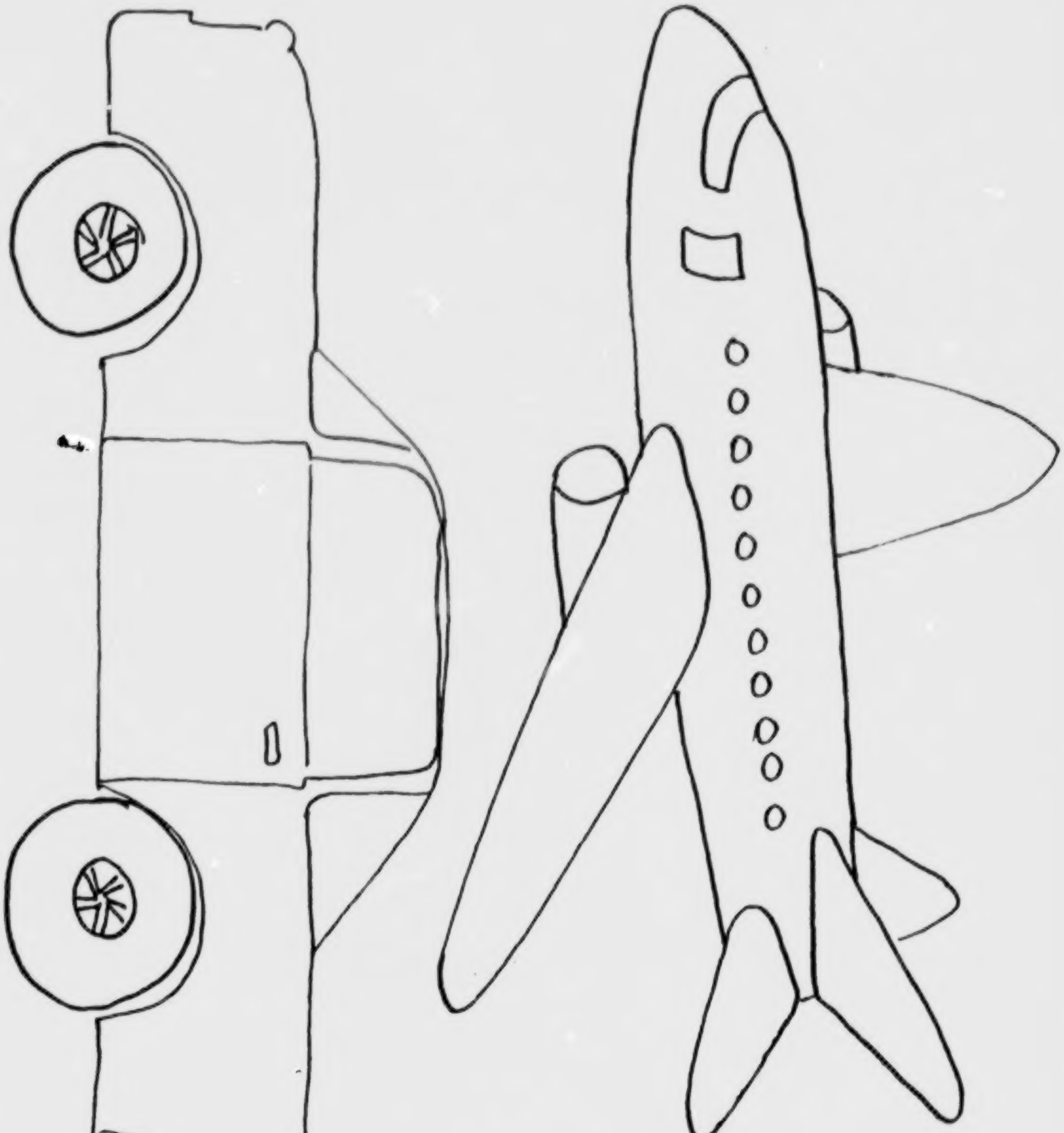
While we normally think of family reading programs in terms of children's activities, remember reading is for everyone. Children need encouragement, but what better encouragement is there than seeing adults in their lives and in their community who also enjoy reading. Make an attempt to include others in the community in your summer program. If you do not set age limits, you may have a wider variety of participants than you expected.

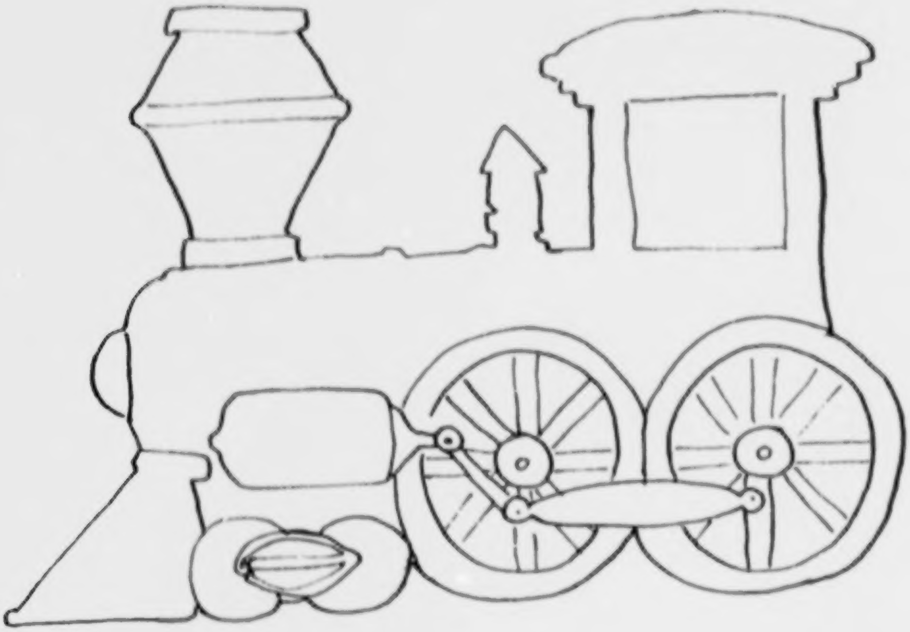
Retirement homes / centers are a good place to look for volunteers. Many of these residents would enjoy reading aloud to children. They may also be interested in making flannel board characters or favors for your programs.

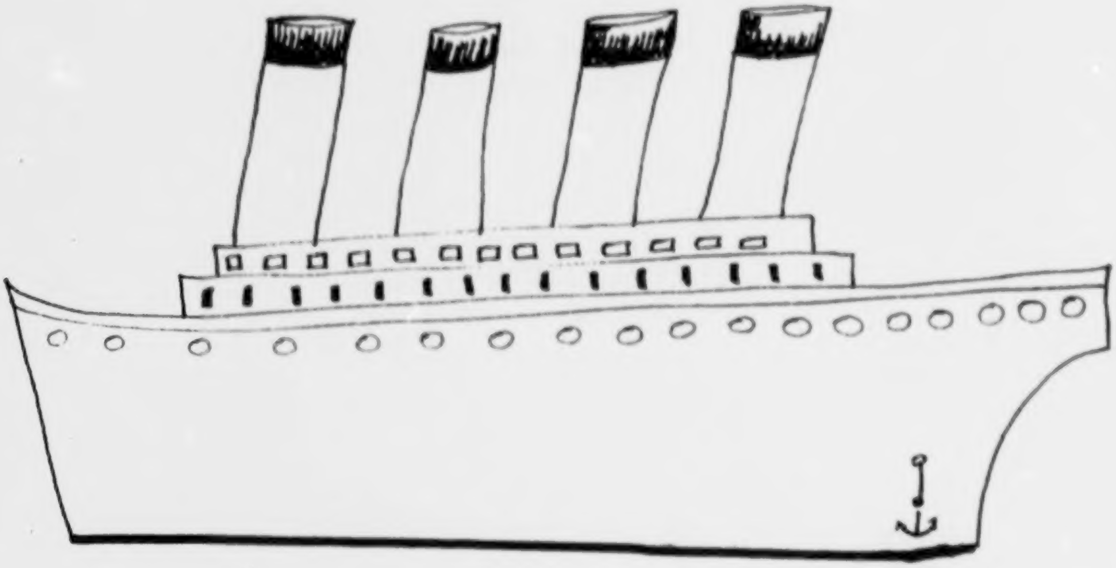
Moving Across America Storytime & Clip Art

For a mobile, or bulletin board display

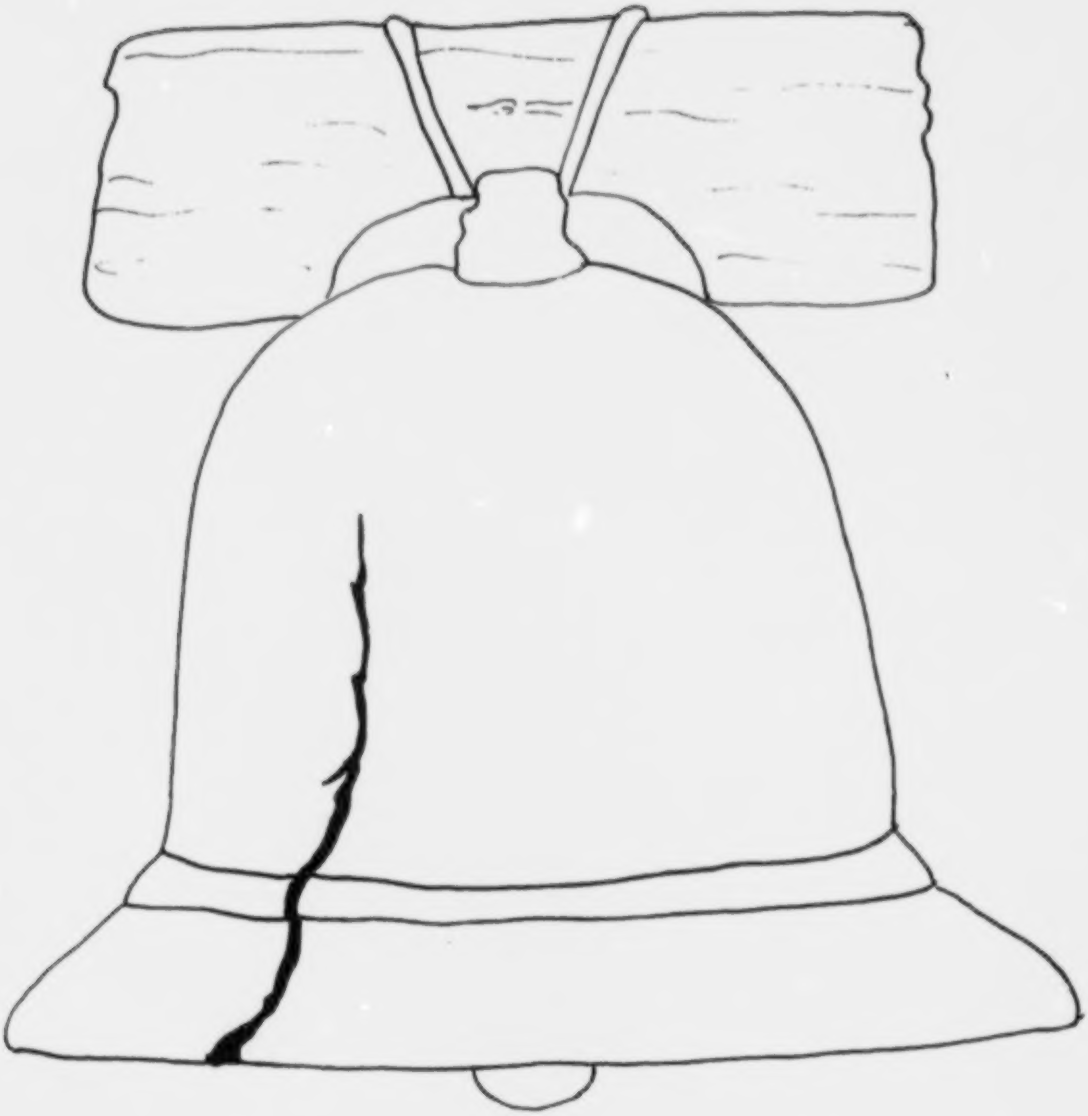
Make a storytime talking about transportation. The "wheels on the bus" is always a hit song as well as the "little red caboose". Combine these songs with your favorite train bus and plane stories and talk about different ways that you could move across America from Sea to Shining Sea.



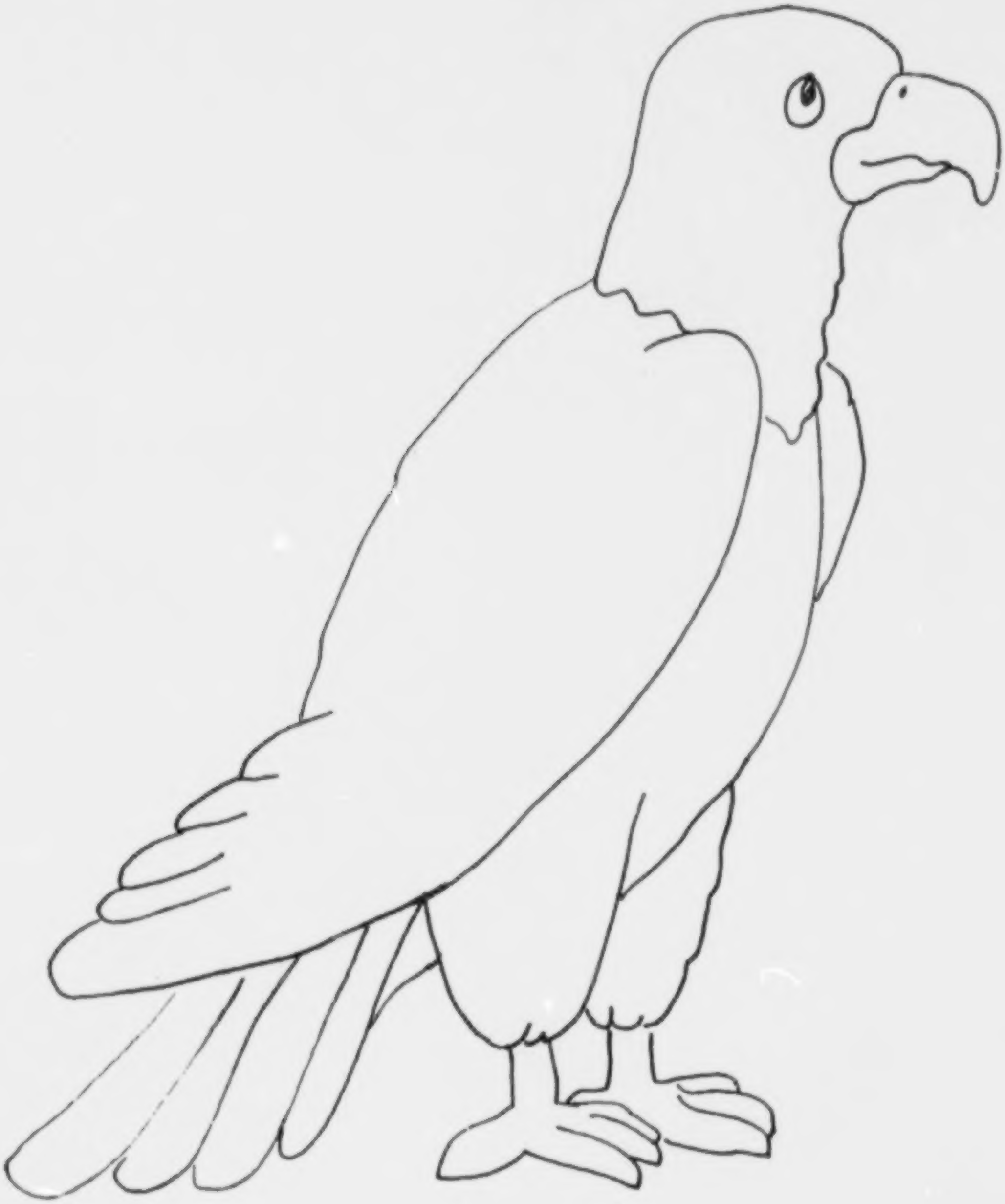




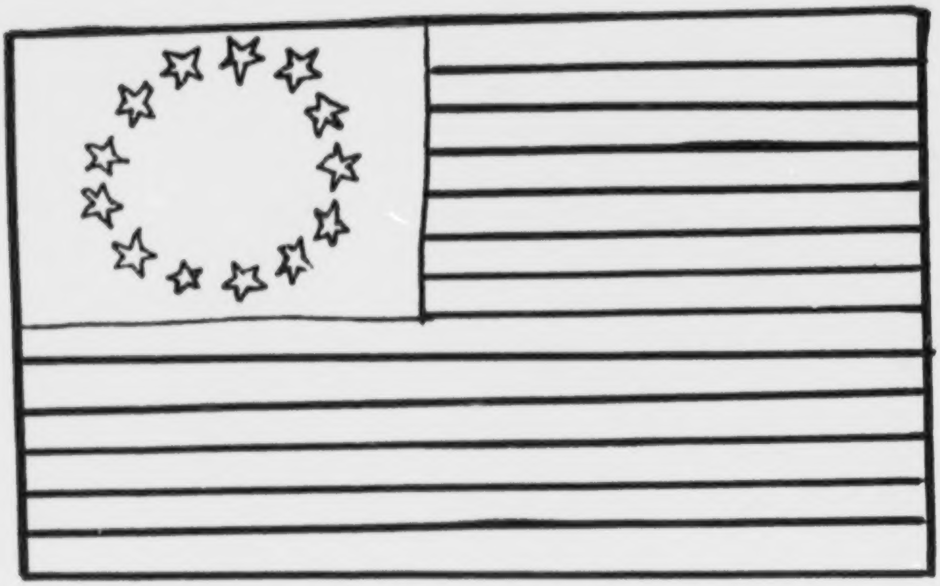
Celebrating America Clip Art
Liberty Bell

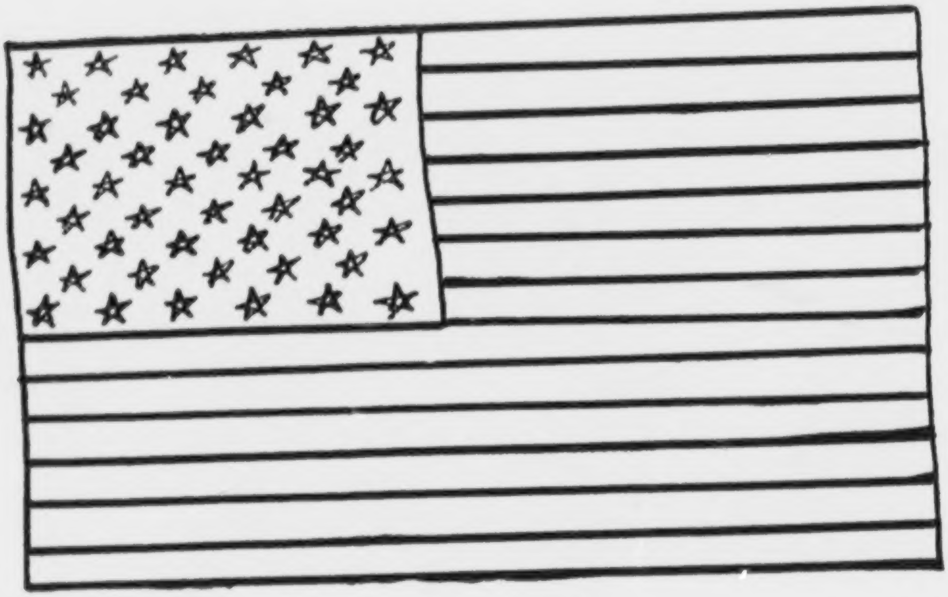


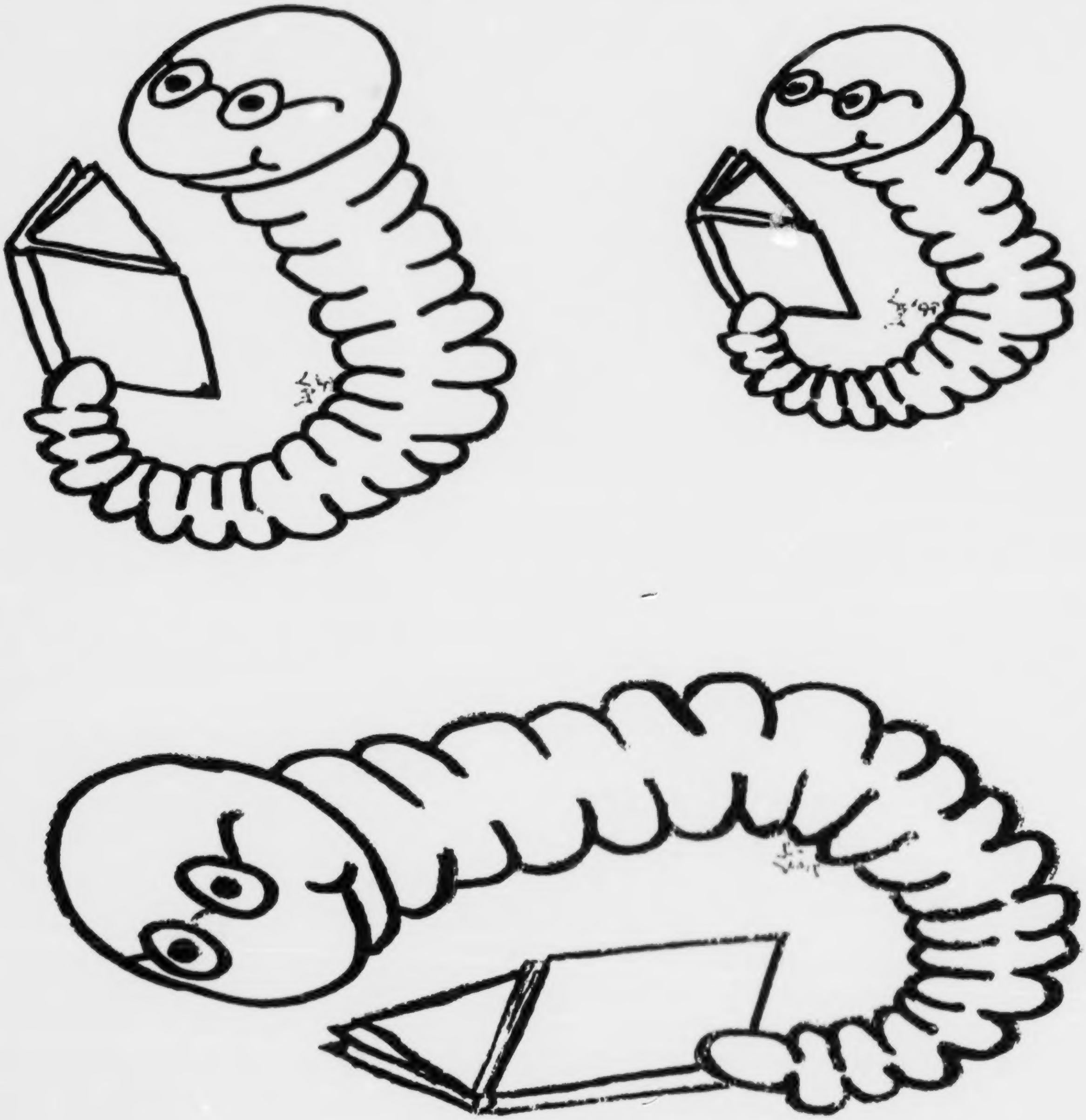
Celebrating America Clip Art
Eagle



Sea to Shining Sea Clip Art
Flag

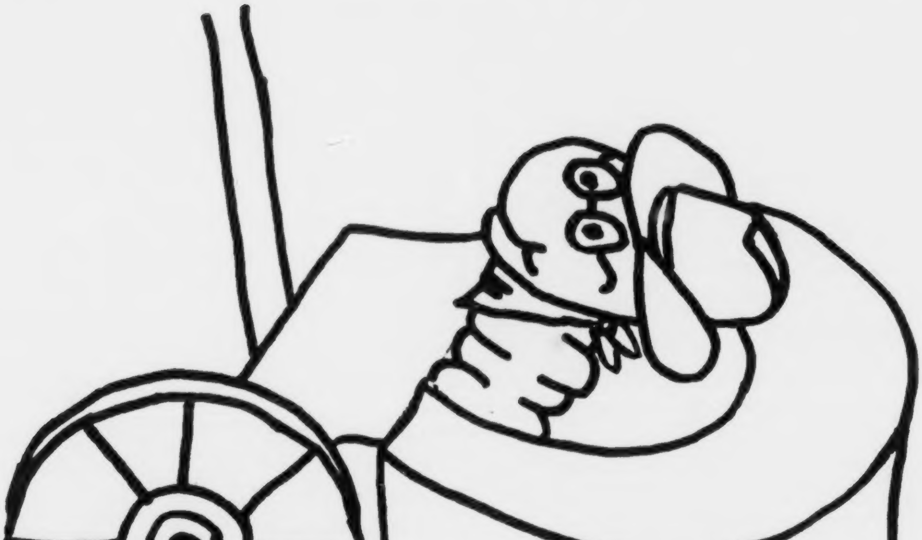






Read: From Sea to Shining Sea
Preschool Clipart
Robert B. Bookworm

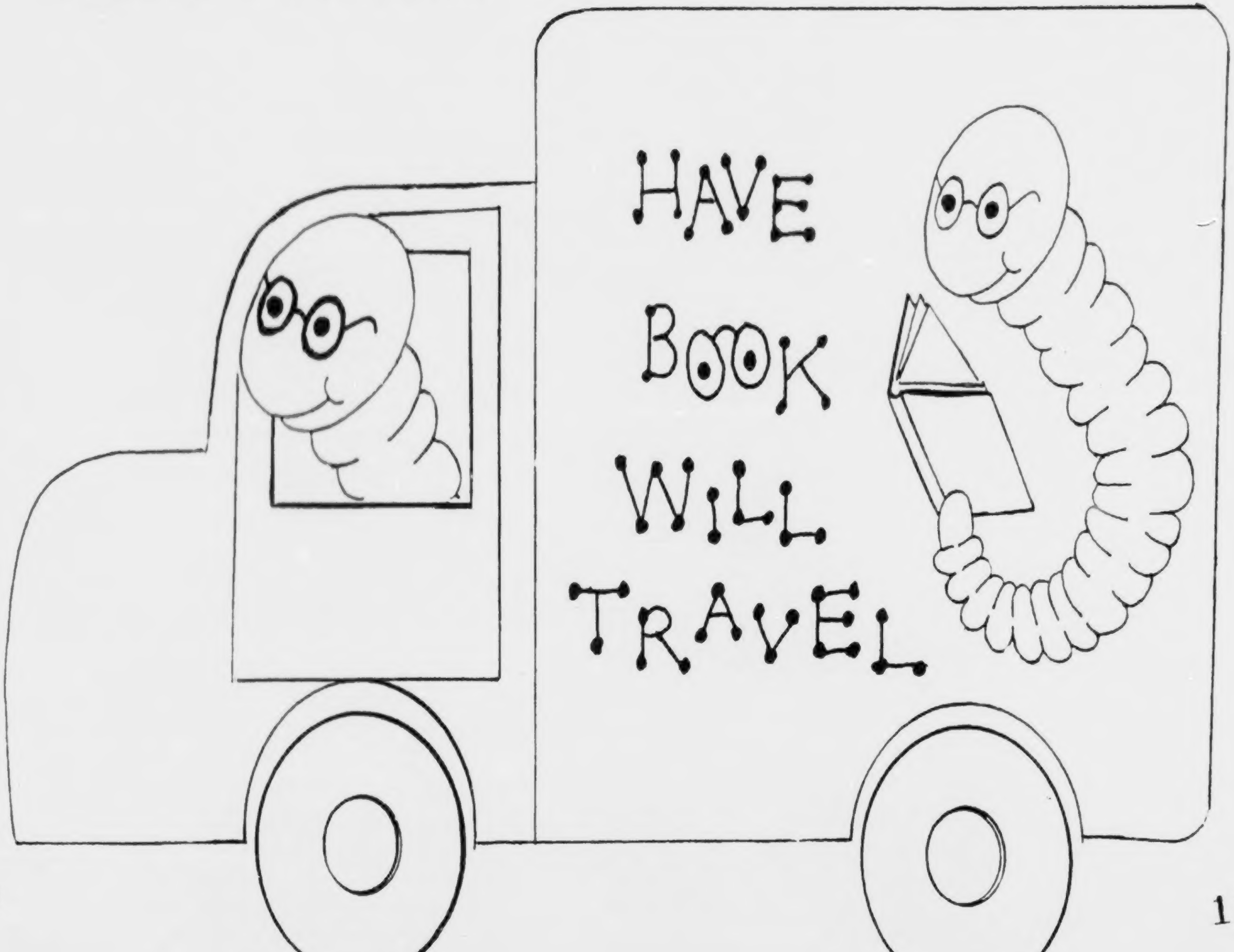
Read: From Sea to Shining Sea
Preschool Clipart



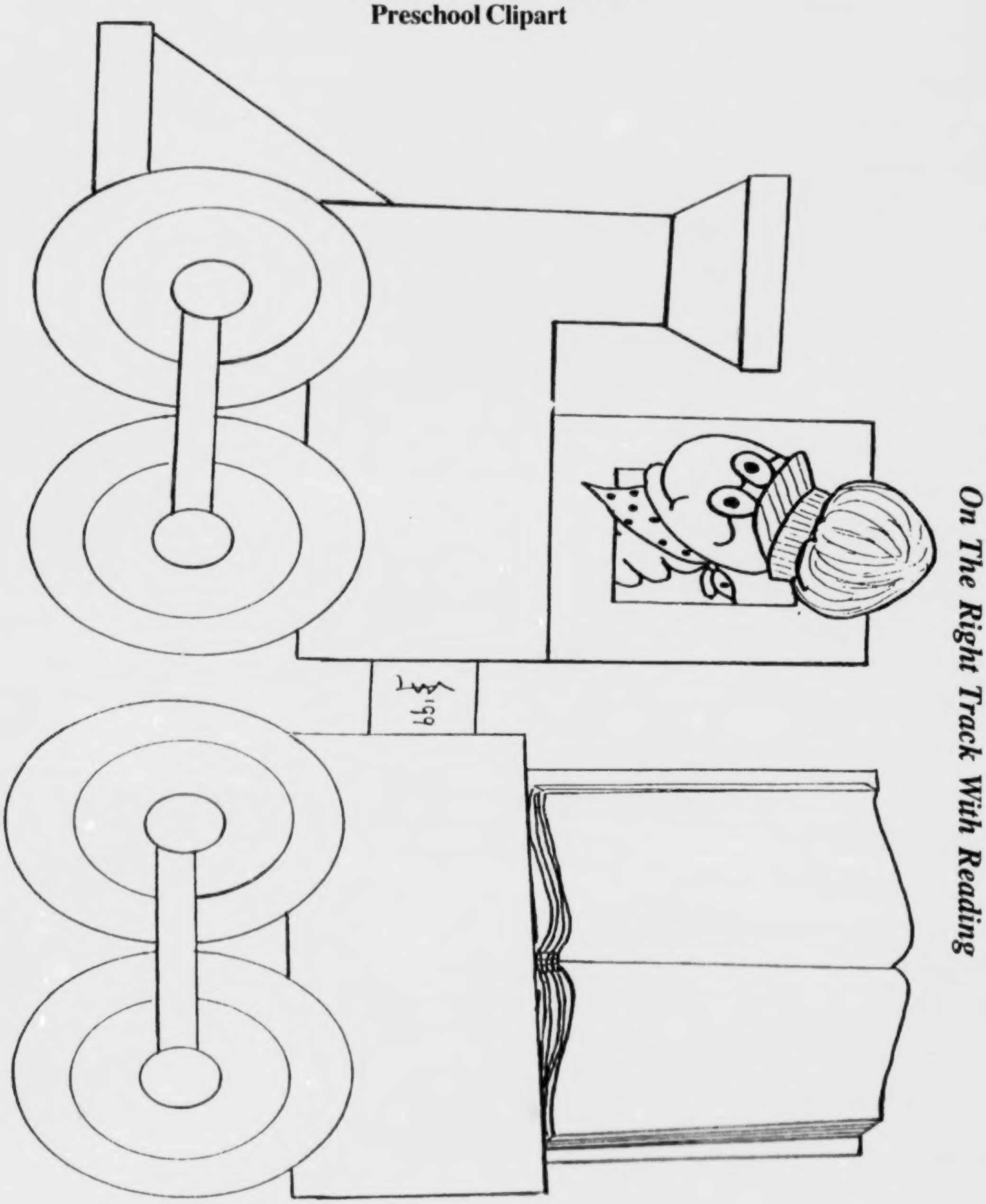
Hit The Trail With Books

Read: From Sea to Shining Sea
Preschool Clipart

Expand your horizons with books


HAVE
BOOK
WILL
TRAVEL

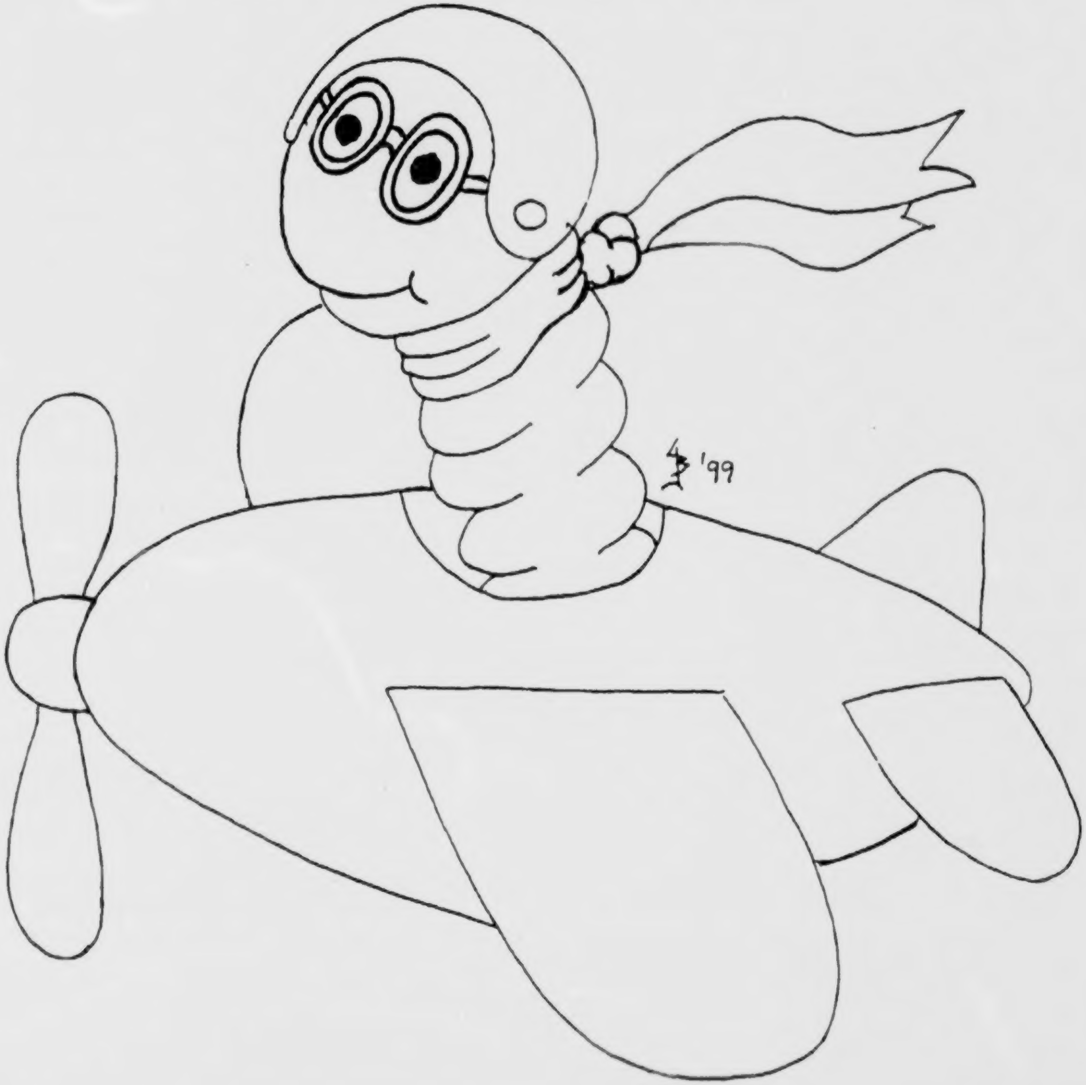
Read: From Sea to Shining Sea
Preschool Clipart



On The Right Track With Reading

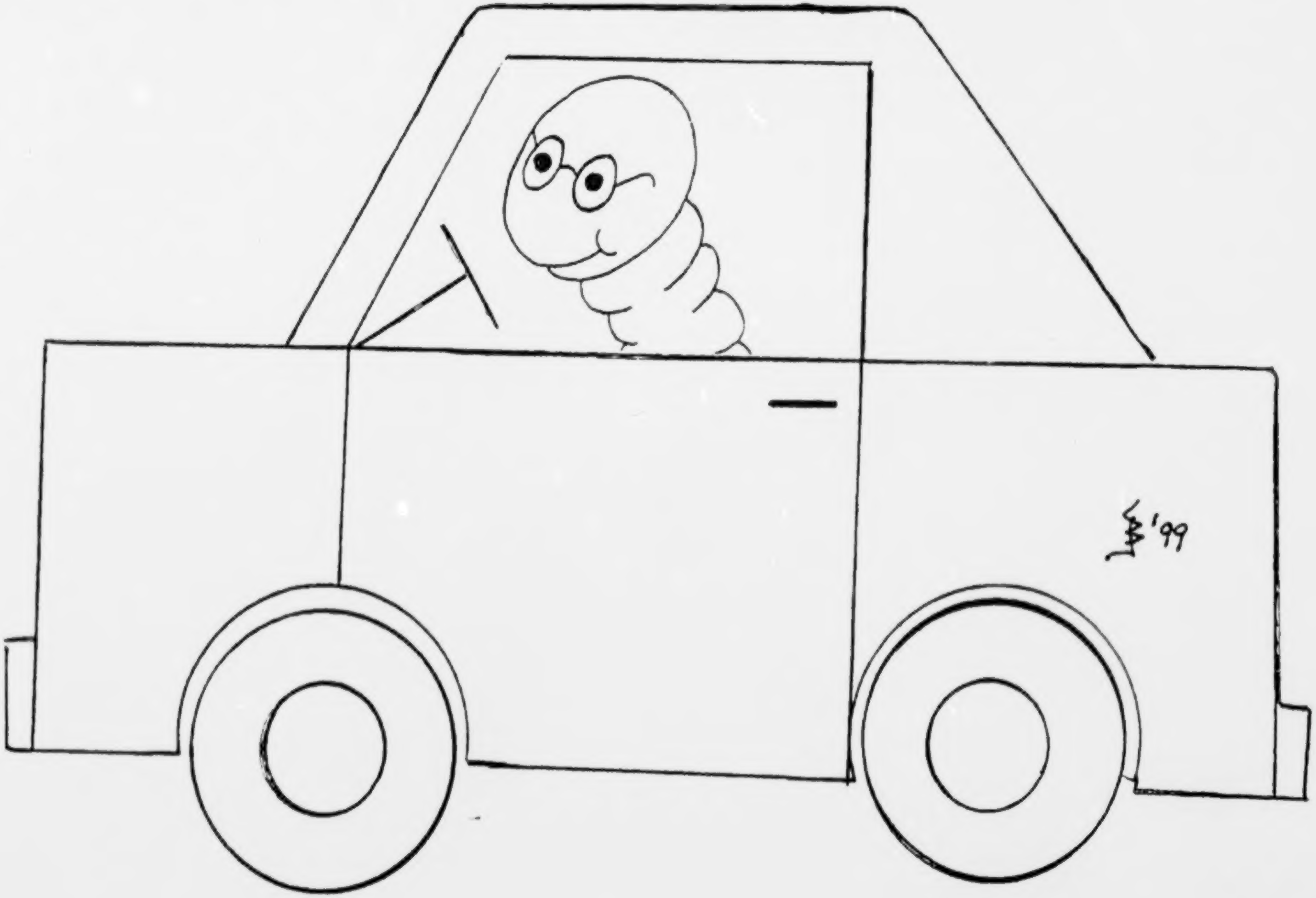
Read: From Sea to Shining Sea
Preschool Clipart

Fly High With Reaading



Read: From Sea to Shining Sea
Preschool Clipart

Reading Takes you Places



Down by the Sea
(A Visit to Our Country's Shores)
Preschool - Grade 1

Display Idea - Decorate a Net

Materials needed:

- Large fish net
- Sealife animals (patterns follow)
- Additional summer objects (optional)
  - Sunglasses
  - Plastic beach pail and shovel
  - Sun hat
  - Goggles
  - Flippers, etc.

Directions:

1. Purchase a large fish net and hang it from the ceiling or on a blank wall.

2. Reproduce the patterns that follow and give to the children to color and cut out. The children may wish to add a message to the animal, such as the title of a favorite book or what they like best about the library, the beach, summer, etc.

3. Add the animals to the net.

4. As optional decorations, you may wish to add other beach items, such as sunglasses, old bathing suits and sun hats to the net.[1]

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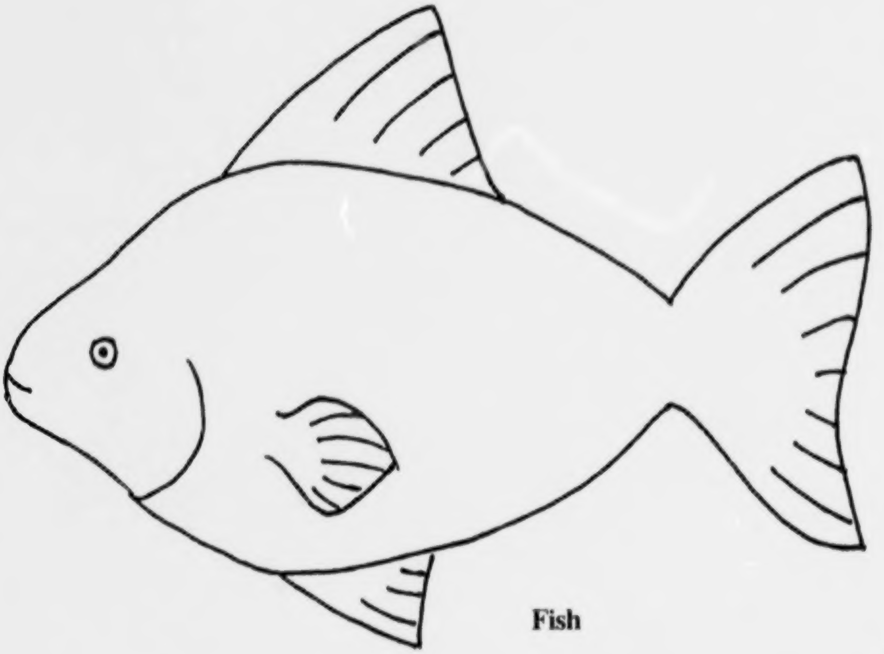
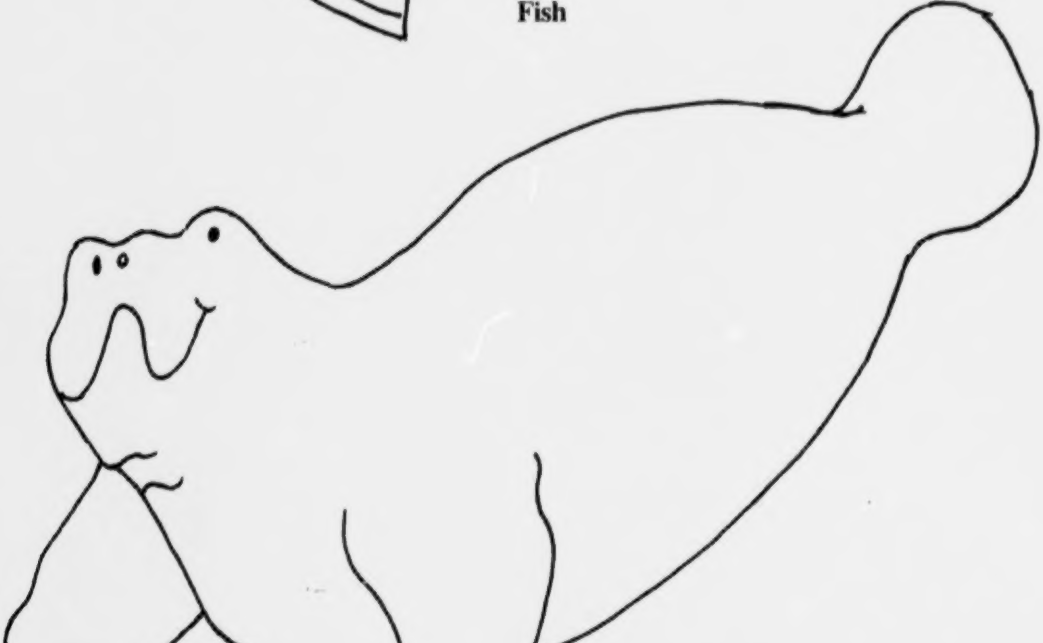
[1] Idea adapted by Louisa Aikin from *Upstart 1999 Summer Activity Guide*, p. 13.

Patterns For "Decorate A Net"

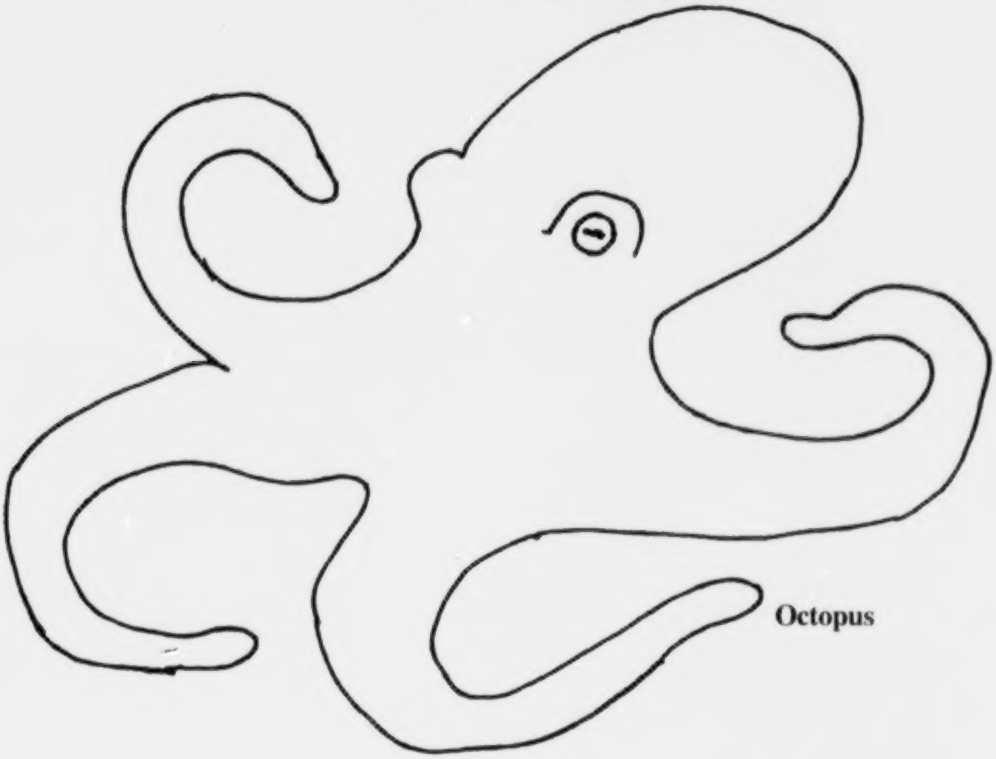


Fish

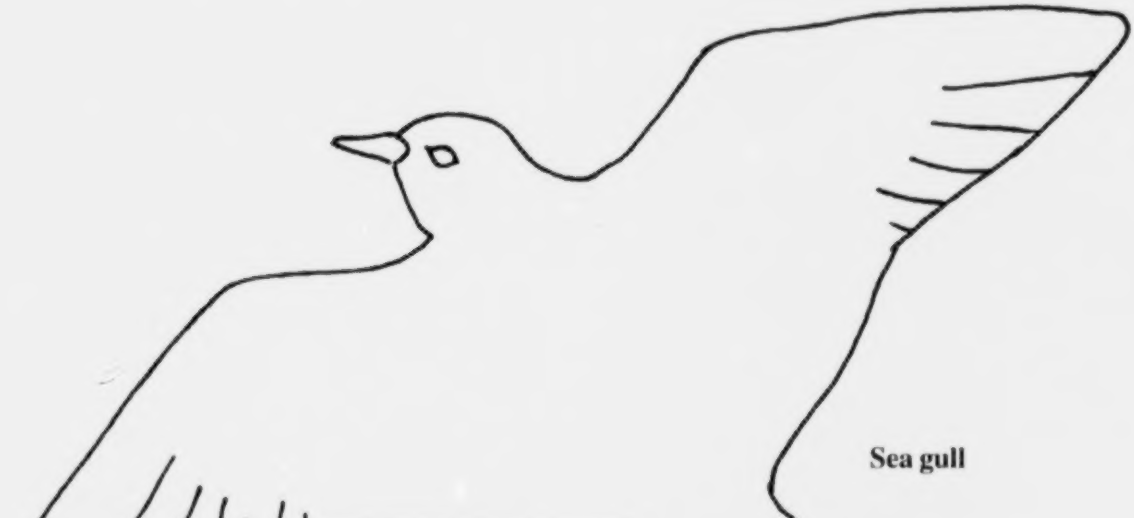


Manatee

Patterns for "Decorate A Net"

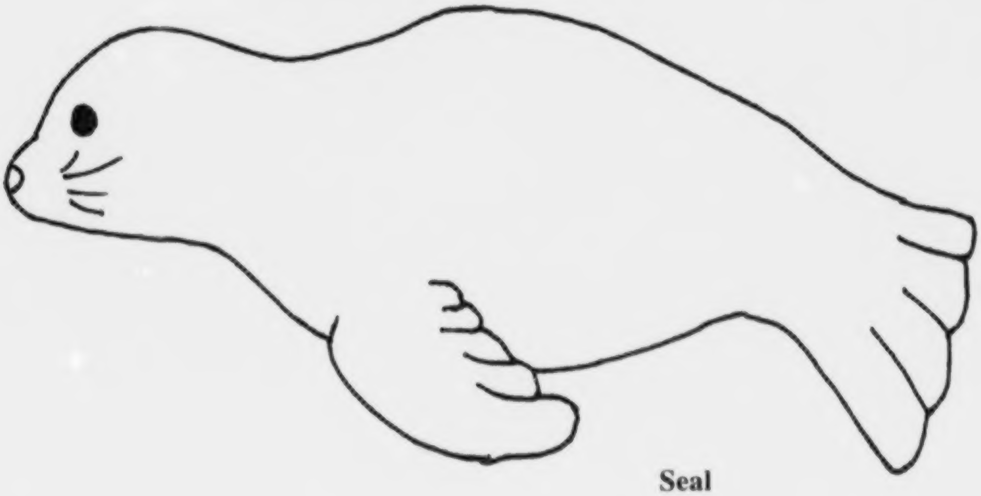


Octopus

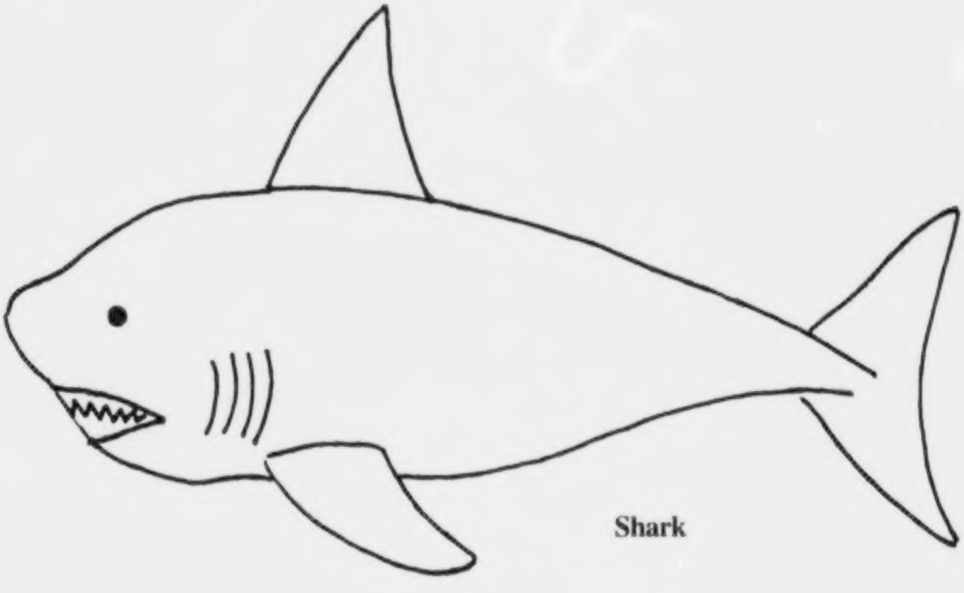


Sea gull

Patterns for "Decorate A Net"

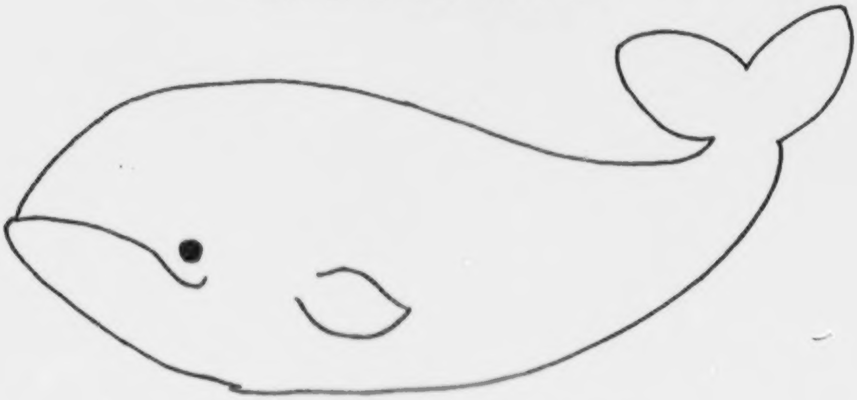


Seal

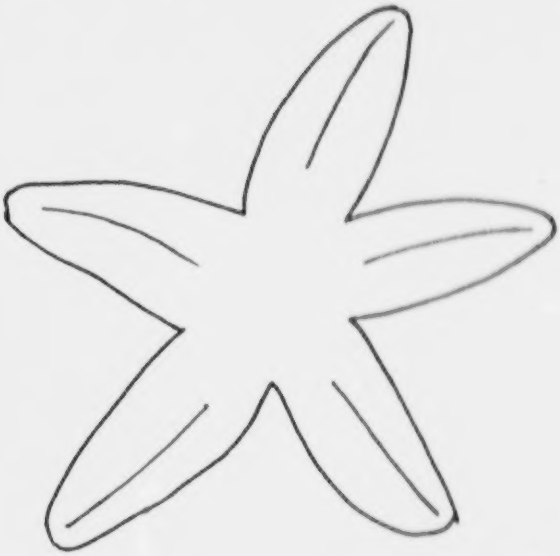


Shark

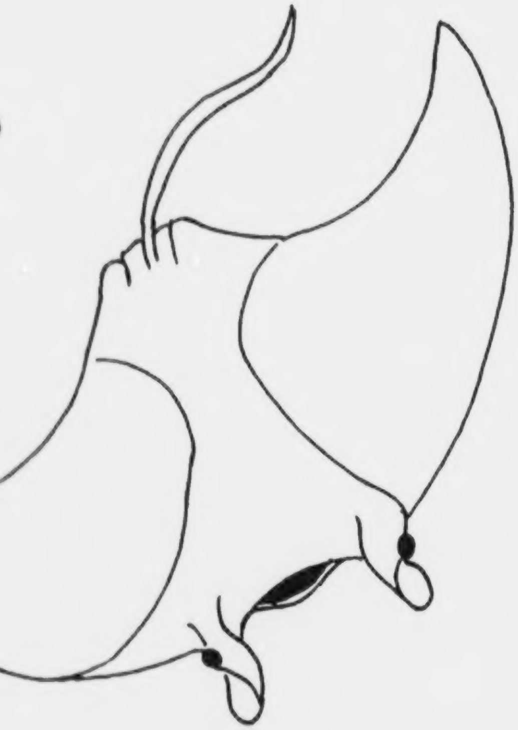
Patterns for "Decorate A Net"



Whale



Starfish



Manta Ray

Display Idea – A School of Rainbow Fish
(Inspired by *The Rainbow Fish* by Marcus Pfister)

Materials needed:

- Paper (multiple colors)
- Scraps of colorful paper
- Glue sticks
- Shiny spangles
- Blue paper
- Green crepe paper
- Fish shape pattern (follows)

Directions:

1. Cover a large bulletin board with blue paper. Add green crepe paper streamers to the bottom of the board, to represent seaweed.
2. Reproduce the fish shape pattern on different colors of paper. Give a fish shape to each child and ask them to decorate them, using torn scraps of construction paper and glue.
3. When done, give the children some shiny spangles to add to their fish (like the fish in the story),
4. Add the finished fish to the underwater bulletin board scene. [2]

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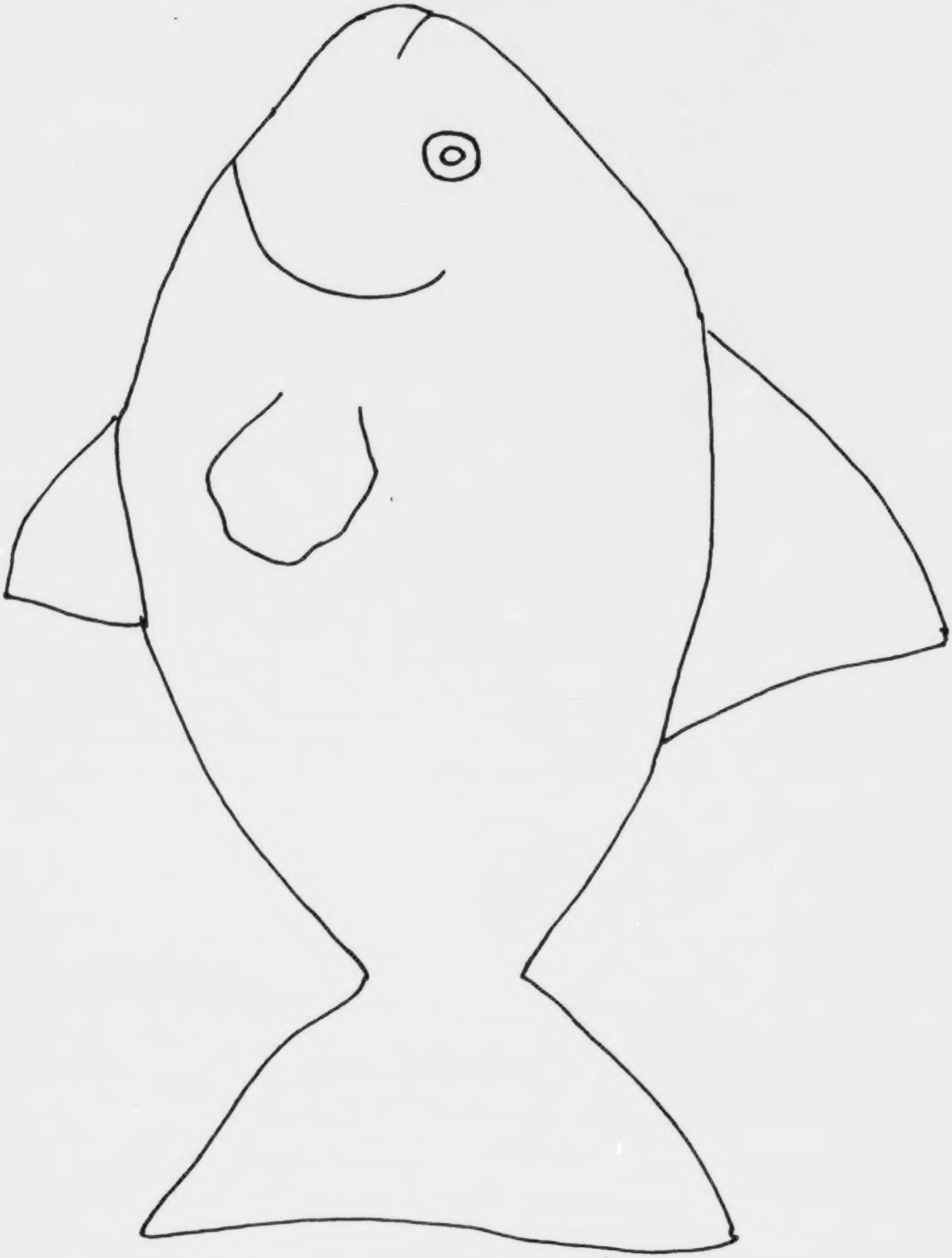
[2] Adapted by Louisa Aikin from Warren, Jean. *Alphabet Theme-A-Saurus*. Everett, WA: Warren Publishing House, Inc., 1991.

Fish Shape Pattern
(For "A School of Rainbow Fish")



Three Silly Fishermen
(A Story for Reader's Theater)

Cast: Narrator
Three silly fishermen
A little girl

The story:

Narrator: One fine summer day, five fishermen went fishing by the sea.
Down to the ocean they ran -- one, two, and three!
(The three fishermen "run " to the ocean, as their numbers are called)

Narrator: The first fisherman fished on the beach.

(First fisherman "stands" on the sand and "casts" his/her line into the surf.)

Narrator: The second fisherman fished on the pier.

(Second " fisherman "walks " to the end of the pier and "casts " his/her line into the ocean.)

Narrator: The third fisherman went way out to sea in a boat to fish.

(Third fisherman "boards" a boat and heads for the ocean. then "casts" his/her line into the water.)

Narrator: At the end of the morning, each fisherman had caught a nice fat fish.

(Each fisherman holds up his/her "catch".)

Narrator: And, soon they met on the beach, to show off their catch.

First Fisherman: "What a fine supper we will have! "

Second Fisherman: "Let's go home and cook our fish!

Third Fisherman: "Wait! First, we must count to see if we are all here. What if one of us fell into the ocean?"

Narrator: So, the first fisherman began to count.

First Fisherman: "One, two. I see two fishermen. Oh, No! One of us *is* missing!

Second Fisherman: "Maybe you counted wrong! Let me try ... One, two. I see two fishermen, too! It is true! One of us *is* missing!"

Third Fisherman: "Oh, no! Our poor friend! What shall we do without him?!"

Narrator: And the three fishermen began to cry for their lost friend.
(The fishermen hug each other and cry.)

Narrator: Just then, along came a little girl. She was going fishing, too.

Little Girl: *(to the fishermen)* "Why are you crying? Can I help you?"

First Fisherman: "We were ready to go home with our fish, when we found one of us is missing!"

Second Fisherman: "We're afraid he has drowned!"

Third Fisherman: We even counted ourselves to make sure. Like this ... one, two. Now, there are only two of us!"

Narrator: Well, right away this smart little girl saw the fisherman's mistake. The silly fisherman had forgotten to count himself!

Little Girl: *(to the fishermen)* "Will each of you give me your fish if I can find your lost friend?"

Fishermen: *(together)* "Yes! Yes, we will!"

Little Girl: "Then run into the water one at a time and I will count you."

Narrator: Well, the fishermen did as they were told.

(Each fisherman "runs" into the ocean in turn.)

Little Girl: *(counting, as each enters the water)* "One! Two! Three!"

Fishermen: *(together)* "Hooray! Our lost friend has been found!"

Narrator: And, as they promised, each fisherman gave the little girl his fish. Then, home they went.

(Fishermen give the little girl a fish, then wave goodbye and "walk " home.)

Narrator: They were very wet, and they had no fish for supper, but they were very happy to be all together again! [3]

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[3] Adapted by Louisa Aikin from Edwards, Roberta. *Five Silly Fishermen*. New York: Random House, 1989.

Sea to Shining Sea Storytime

Have a "celebrating America Storytime" using books such as America the Beautiful by Katherine Lee Bates, or This Land is Your Land words and Music by Woddy Guthrie - Paintings by Kathy Jakobsen.

Do a color song such as "Put a Little Color on You" by Hap Palmer on the CD, Can a Cherry Pie Wave Good-bye? "

Yankee Doodle" is also a fun song to introduce.

Make the Patriotic Star, Star Wand, or American Flag.

Going to the Beach Storytime

Talk about how there are different areas of America and how they are different. Explain that there are two oceans on the coasts of America. Stories to use - *Spot Goes to the Beach* by Erick Hill, *The Brass Ring* by Nancy Tafuri and *Harry by the Sea* by Gene Zion.

Decorate with beach towels and beach balls.
Song Raffi "Baby Baluga"

Five Little Star Fish

Five little star fish lying on the sand,
The first one said, I really need a hand!"
The second one said, "There are children every where!"
The third one said, "But we don't care!"
The fourth one said, "There is still some time for fun!"
The fifth one said, "I don't like it in the sun!"
Then up came the wave a splashed upon the shore,
and the five little star fish were seen no more!

Another Five Star Fish

Five starfish on the ocean floor,
One crawled away, then there were four.
Four starfish floating in the sea,
One fell asleep, then there were three
Three starfish swimming in the ocean blue,
One went to play, then there were two.
Two starfish together basking in the sun,
One was picked up by a child, then there was one.
One lonely starfish lying on the beach,
Up came a wave a swept it back to sea!

Craft

Make a beach!

Supplies

recycled styrofoam meat trays
sand and small rocks
shells
magazine cut-outs of fish, boats etc.
glue

Directions

1. Provide each participant with a styrofoarn meat tray.
2. Let participants glue sand on the tray like a beach.
3. Participants may glue on pictures shells and rocks in any way they wish.

Patriotic Star

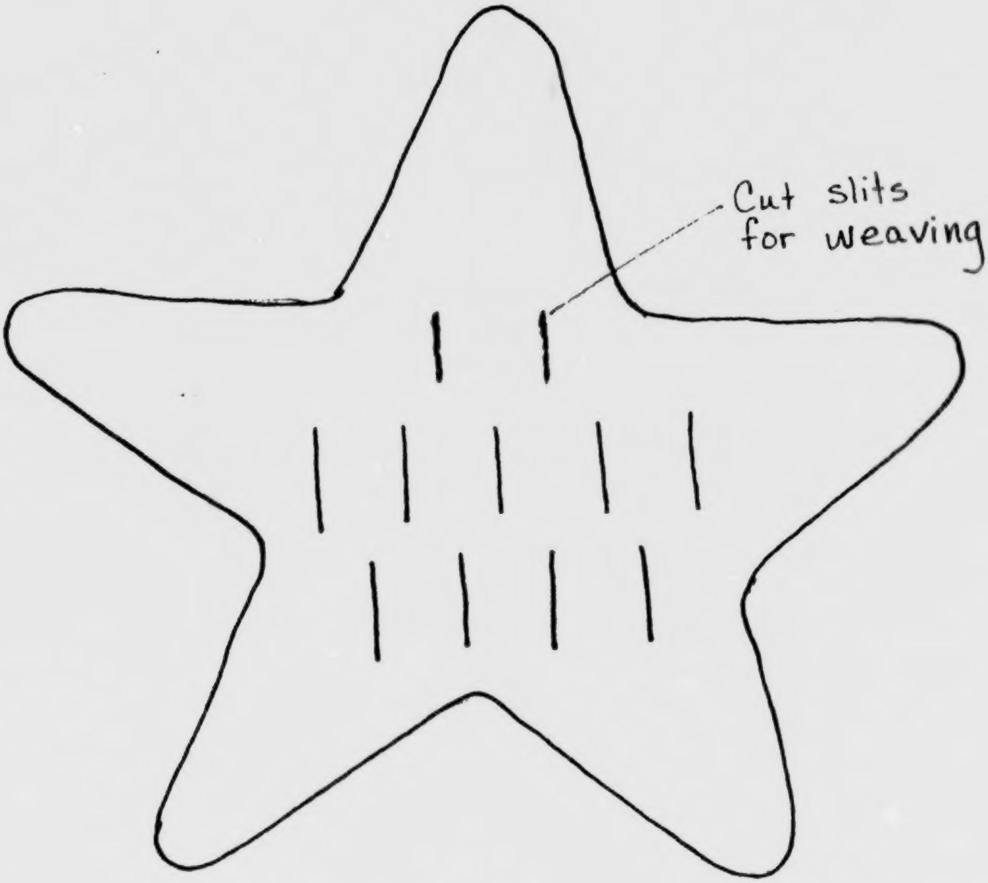
Craft idea to use with toddlers and preschoolers when talking about symbols of America

Supplies

recycled file folder
white construction paper
red construction paper strips 1/2" wide
blue construction paper strips 1/2" wide

Before children arrive

1. Make a five pointed star pattern out of the recycled file folder. The star should be about 3-4" tall.
2. Use the star pattern to trace and cut out enough white construction paper stars for each participant.
3. Use an exacto knife or razor blade to cut sits in the stars as on diagram.
4. Cut red and blue construction paper strips in lengths appropriate for weaving into the star.
5. Show the children how to weave the red and blue strips through the white star slits.



Star Wand

Here is another way to introduce colors and symbols representing America

Supplies

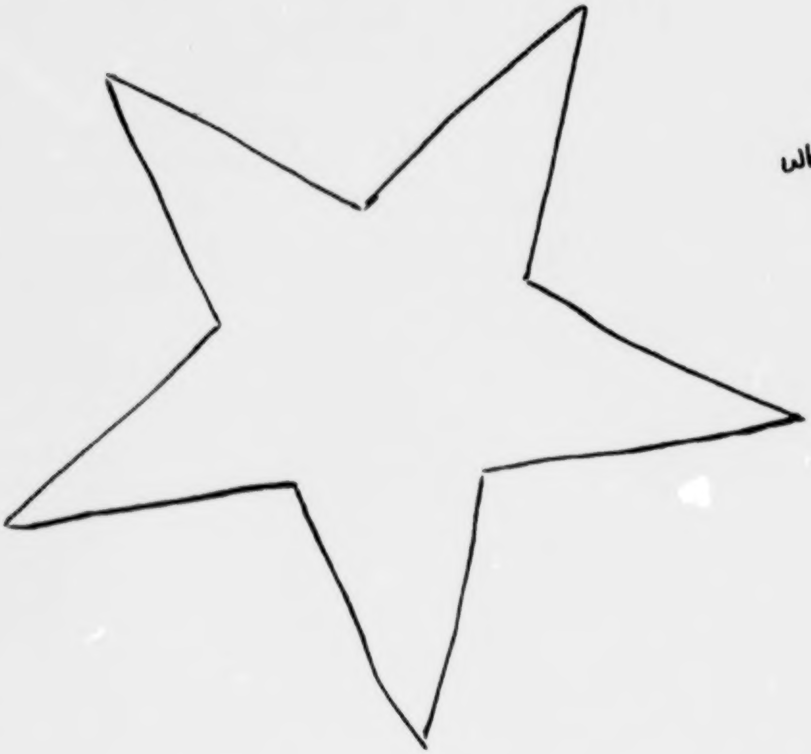
red, white and blue 5 point stars cut out of construction paper
drinking straws
stapler
glue
glitter
or glitter glue

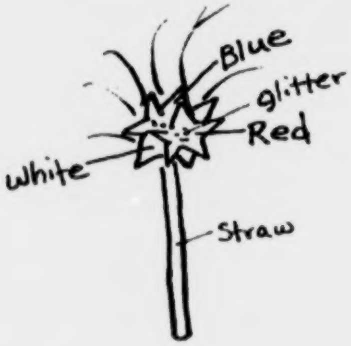
Optional very tiny thin wispy strips of blue, red and white paper to add to wands

Directions

1. Give each participant one of each red, white and blue stars. Let the children decorate the stars with glue and glitter or glitter glue. (glitter glue is safer and less messy with younger children).
2. Help each child staple the stars to one end of a drinking straw.
3. The wisps of colored paper may also be glued to the back of the stars creating a star burst effect.

Have children form a line and march around the room with the wand to the tune of "Yankee Doodle" or other patriotic songs.





Easy Flag

Supplies

red construction paper cut in half to form rectangles
white construction paper cut in narrow strips
blue construction paper cut into small squares for the field of blue in the flag corner
white stars made with a star shaped punch or sticky stars
drinking straws or tongue depressors

Directions

1. Give each participant a red rectangle, a blue square, some white strips and stars.
2. Show what the American flag looks like and briefly what each element means.
3. Let children create their own American Flag.
4. Straws or tongue depressors may be attached for the participants ease of carrying.

Have a parade!

Dolphin Riddle
(A draw-and-tell game)

Materials needed: Dry erase board OR
Large sheet of paper
Markers

This game uses riddles to help you draw the dolphin shape. A pattern follows for the completed animal.

1. What waves all day but never says goodbye?
The ocean.

(Draw 1, top back and tail fin.)

2. What is in the middle of a lake but never gets wet?
An island.

(Draw 2, eye.)

3. What goes out into a lake but never gets wet?
A dock.

(Draw 3, bottom line of fish.)

4. What is used to steer in the water, but never in the air?
Fins.

(Draw 4, bottom and tail fins.)

5. What has scales but never weighs anything?
Fish scales.

(Draw 5, scales on fish.)

6. What is a flower that you can write on?
A lily pad.

(Draw 6, circle for head.)[4]

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[4] Copyright 1997. Reproduced by permission of the publisher from *Terrific Tales To Tell*, by Valerie Marsh, Ft. Atkinson, WI: Alleyside Press, 1997.

Do you know that this **(point to drawing)** is a certain type of fish called a dolphin fish? Why do you think it is called a dolphin fish? Does it resemble the dolphins we see at a zoo?

Here's a poem about dolphins:

Dolphins

D	is for these delightful animals.
0	is for the ocean where they live.
L	is for the love they give to all.
P	is for their peeps-- they're talkative.
H	is for their hands --just friendly fins.
I	is for the interest they receive.
N	is for their nose -- it feels like pigskin.
S	is for their smiles -- they never leave.

Put them all together they spell **DOLPHINS** –
the mammals that mean the most to me.[4]

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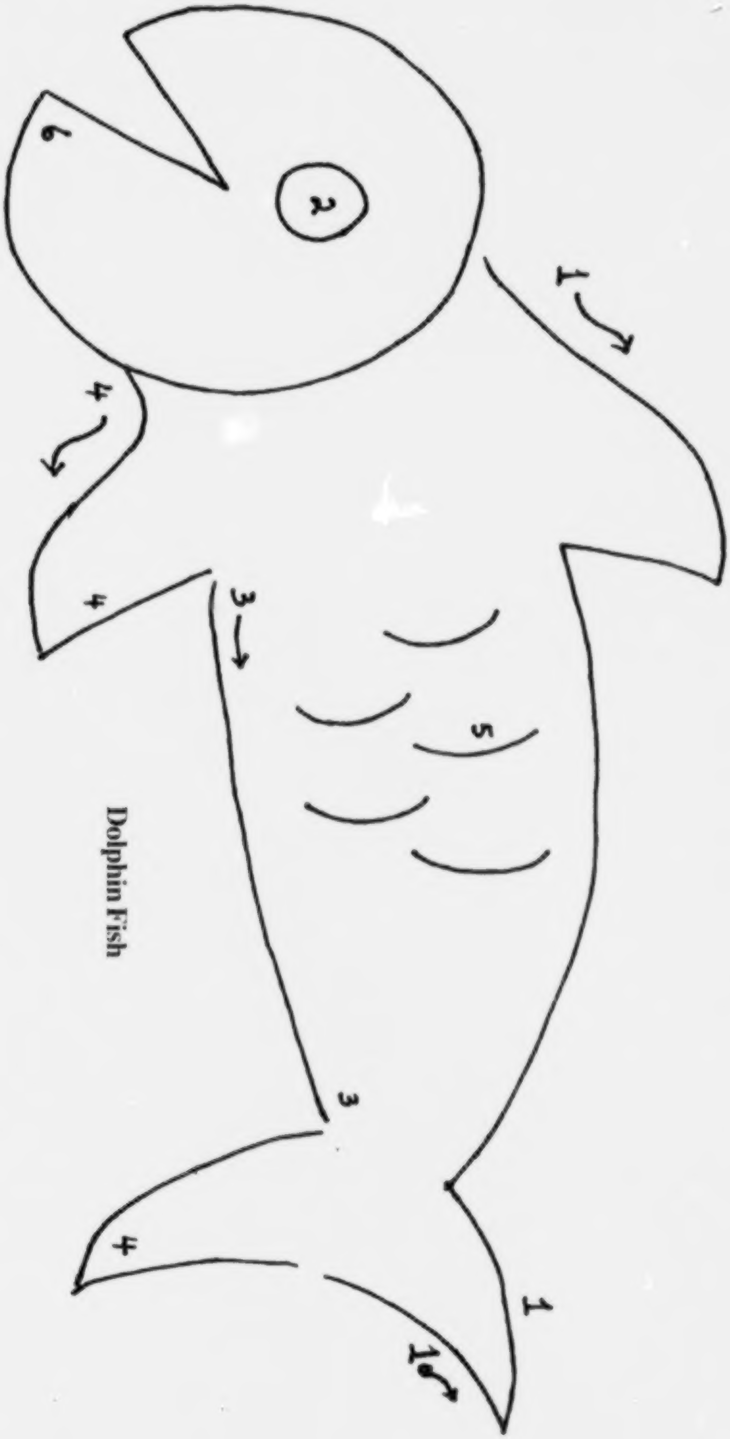
[4] Copyright 1997. Reproduced by permission of the publisher from *Terrific Tales To Tell*, by Valerie Marsh. Ft. Atkinson, WI: Alleyside Press, 1997.



Dolphin Fish

4

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The Gentle Manatee
(Sung to "Down by the Station")

Down by the waterway
Early in the morning.
See the gentle manatee
Munching on some plants.

See his tubelike body
And his broad, flat tail.
Swish swish, swish, swish,
Off he goes.

Poor gentle manatees,
Their homes are really crowded;
Too many boats,
No place for them to play.

See the gentle manatee
Swimming in the sun.
Let's help the manatees,
Everyone!

By Jean Warren[5]

I'm a Great Big Whale
(Sung to "I'm a Little Teapot")

I'm a great big whale,	*(Hold arms wide apart.)*
Watch me swim.	*(Palms together. make large wavy motions.)*
Here is my blowhole,	*(Point to top of head.)*
Here are my fins.	*(Hold arms out at sides.)*
See me flip my tall as down I go,	*(Palms, together, bring arms down toward floor.)*
Then up I come and "whoosh" I blow!	*(Palms. together. bring arms up toward ceiling, Puff loudly to make "whoosh " sound)*

By Elizabeth McKinnon[6]

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[5] *The Gentle Manatee* by Jean Warren, Totline Magazine© 1999, a division of Frank Schaffer Publications, 23740 Hawthorne Blvd, Torrance, Ca 90505.

[6] Adapted by Louisa Aikin from Warren, Jean. *Alphabet Theme-A-Saurus*. Everett, WA: Warren Publishing House, 1991.

The Octopus
(Sung to "Little White Duck")

Directions:

With four children, form an octopus by standing in the center and having the four children form a circle around you, facing out. Ask each child to hold out his or her arms, forming the eight arms of the octopus. Ask them to wave them up and down, as they "swim" in the ocean.

There are eight tentacles
Swimming in the ocean,
Eight tentacles are making a commotion.
Who could belong to so many feet?
The octopus does and they help him eat.
He has eight tentacles
Swimming in the ocean,
Swim, swim, swim.

By Judy Hall[7]

She Waded in the Water
(Sung to "Battle Hymn of the Republic")

Directions:

Ask the children to pretend to wade into the ocean, getting deeper into the water as the song continues. They may wish to pretend it's getting harder and harder to move through the water, too. Clap hands, as directed, instead of singing.

She waded in the water,
And she got her feet all wet,
She waded in the water,
And she got her feet all wet,
She waded in the water,
And she got her feet all wet,
But she didn't get her (*clap, clap*) wet, (*clap*) yet. (*clap*)

Chorus:
Glory, glory, hallelujah!
Glory, glory, hallelujah!
Glory, glory, hallelujah!
But she didn't get her (*clap, clap*) wet, (*clap*) yet. (*clap*)

---

[7] Adapted by Louisa Aikin from Warren, Jean. *Alphabet Theme-A-Saurus*. Everett, WA: Warren Publishing House, 1991.

She waded in the water,
And she got her ankles wet,
She waded in the water,
And she got her ankles wet,
She waded in the water
And she got her ankles wet,
But she didn't get her (*clap, clap*) wet, (*clap*) yet, (*clap*)

(Chorus)

She waded in the water,
And she got her knees all wet,
She waded in the water.
And she got her knees all wet,
She waded in the water
And she got her knees all wet,
But she didn't get her (*clap, clap*) wet, (*clap*) yet. (*clap*)

(Chorus)

She waded in the water,
And she got her thighs all wet,
She waded in the water,
And she got her thighs all wet,
She waded in the water
And she got her thighs all wet,
But she didn't get her (*clap, clap*) wet. (*clap*) yet. (*clap*)

(Chorus)

She waded in the water,
And she finally got it wet,
She waded in the water.
And she finally, got it wet,
She waded in the water
And she finally got it wet,
She finally got her bathing suit wet[8]

---

[8] Adapted by Louisa Aikin from Schiller, Pam. *Where is Thumbkin*? Mt. Rainer, MD: Gryphon House, 1993.

Down By the Sea
(Sung to "Down By the Bay")

Use the patterns that follow, if desired, to make the song a flannel board. The song may be sung as a call and response, too.

Down by the sea,
Where our country ends;
That's where I go
With all my friends.
And when I do,
New Englanders will say,
"Did you ever see a clam kicking through the sand?"
Down by the sea!

Down by the sea,
Where our country ends;
That's where I go
With all my friends.
And when I do.
Virginians will say.
"Did you ever see a shad swimming with his dad?"
Down by the sea!

Down by, the sea,
Where our country ends;
That's where I go
With all my friends.
And when I do,
Floridians will say,
"Did you see that manatee smiling back at me?"
Down by the sea!

Down by the sea,
Where our country ends;
That's where I go
With all my friends.
And when I do,
Californians will say,
"Did you ever see an otter floating with her daughter?"
Down by the sea!

Down by the sea,
Where our country ends;
That's where I go
With all my friends.
And when I do,
Alaskans will say,
"Did you ever see a whale with a black and white tail?"
Down by the sea!

Down by the sea,
Where our country ends;
That's where I go
With all my friends.
And when I do,
Hawaiians will say,
"Did you ever see a shark that's afraid of the dark?"
Down by the sea![9]

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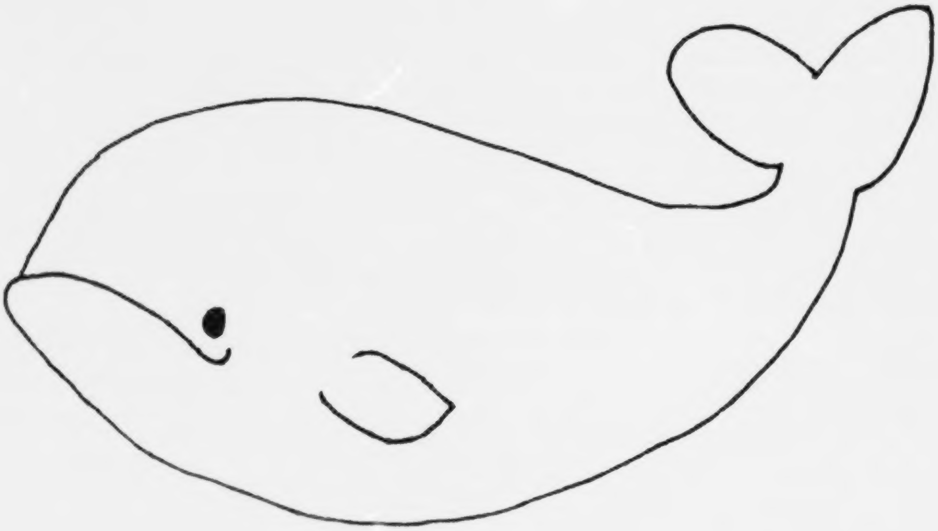
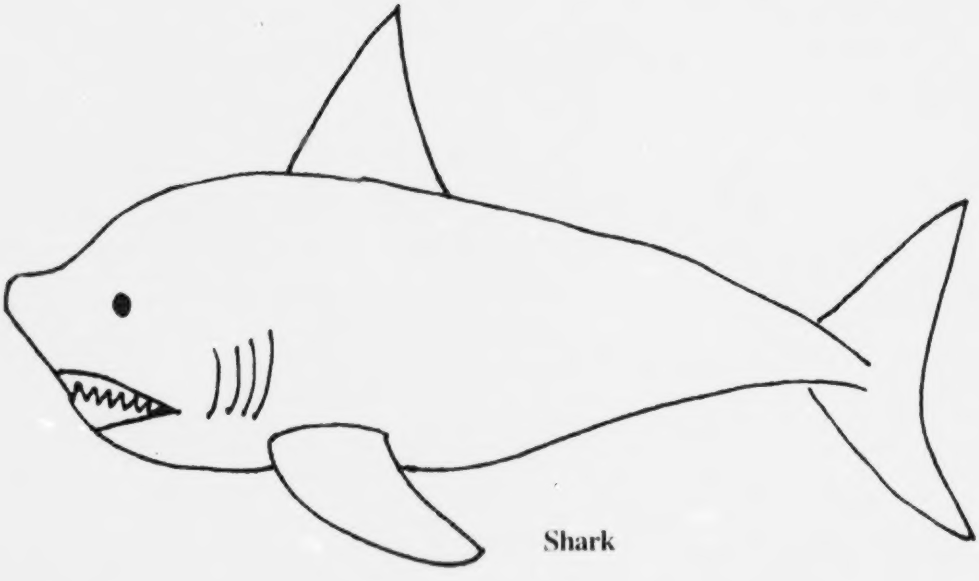
[9] Song by Louisa Aikin, Scottsdale Public Library System.

Patterns for "Down by the Sea"

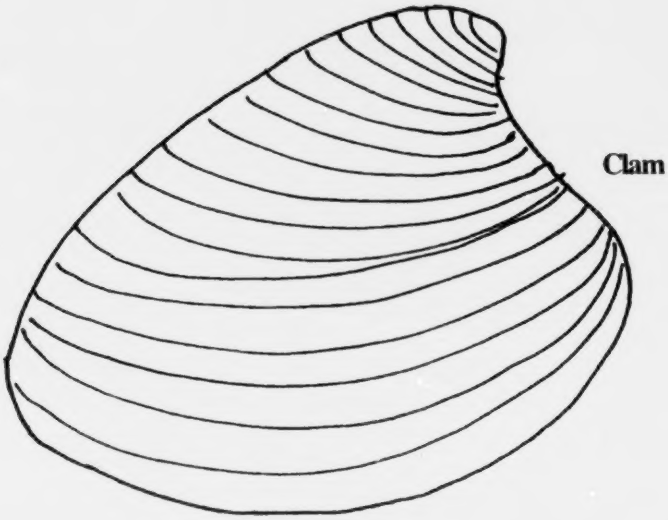


Whale

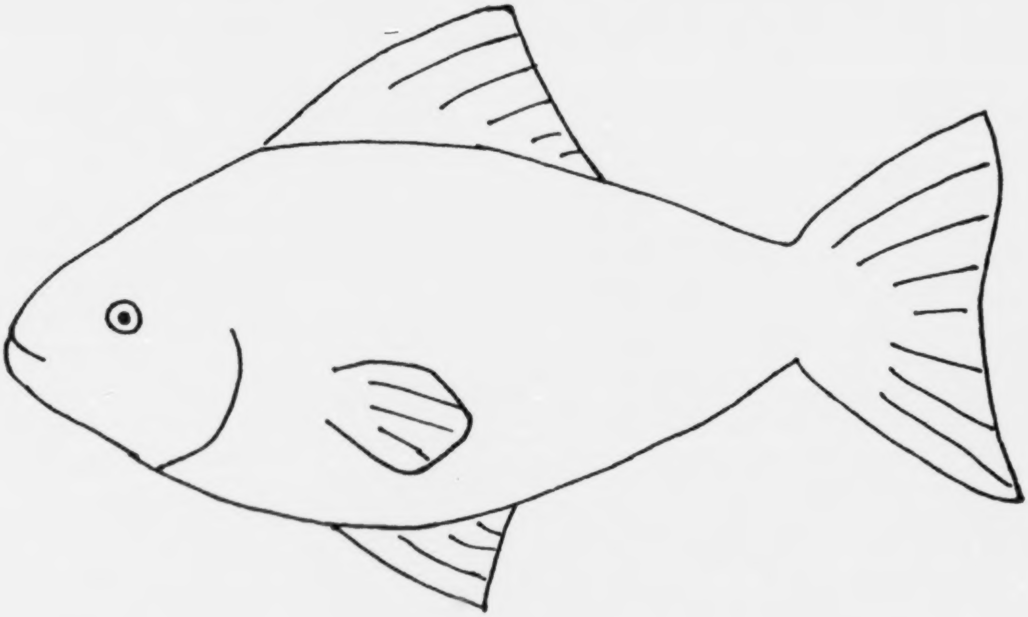


Shark

Patterns for "Down By The Sea"

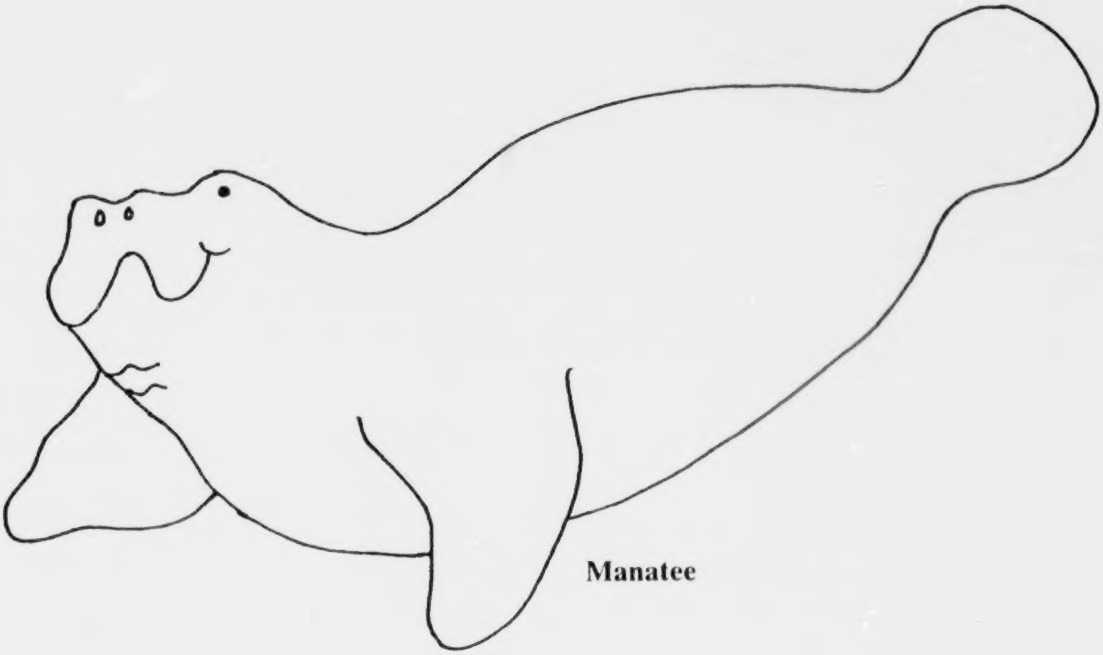


Clam

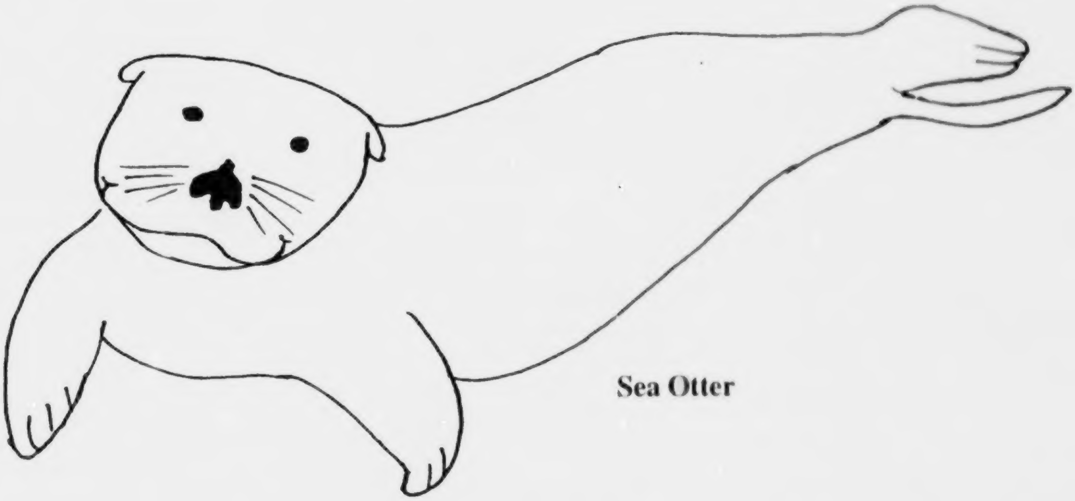


Shad

Patterns for "Down By the Sea"



Manatee



Sea Otter

A Day at the Beach
(A Fingerplay)

Whoosh goes the wind.	*(Sway arms back and forth)*
Sniff-Sniff goes my nose.	*(Sniff)*
Crash go the waves.	*(Clap.)*
Splash-splash go my toes.	*(Kick feet.)*
I'll hunt for seashells,	*(Pretend to pick up shell.)*
You sift the sand.	*(Pretend to sift sand)*
Let's build a castle	
As high as we can!	*(Place one hand on top of the other-- continue, going higher.)*
For lunch, we'll have crackers,	
Some juice, and a peach.	
Oh my, What fun	
Is this day on the beach![10]	*(Pretend to eat.)*

---

[10] *A Day at the Beach*, By Jean Warren, Totline Magazine © 1999 , a division of Frank Schaffer Publications, 23740 Hawthorne Boulevard, Torrance Ca 90505.

The Fish Who Wished He Could Fly

(An activity story)

Materials needed:

- Flying fish pattern (follows)
- Paper (multiple colors)
- Scissors
- Small paperclips

Directions:

1. Reproduce flying fish pattern on paper. Give one to each child.
2. Help the children cut out the fish shape. Have them cut a slit in the fish's tail and attach a small paperclip to its nose.
3. As you read the story, let the children toss their flying fish shapes into the air and watch them spiral downward.

Hint: Fold out the flaps on the fish's tail for better twirling.

There once was a fish
Who swam all around.
He liked to swim up.
He liked to swim down.

He swam to the surface
And pecked at the sky.
He loved to watch
All the birds flying by.

Oh, how he wished
That he, too, could fly!
What fun he would have
Way up in the sky.

So he swam to the bottom.
Then swam back up, fast.
Out of the water
He shot like a blast.

Up, up he went.
He circled tip high.
Spinning and soaring
As though he could fly.

Then down, down he went.
He started to fall,
Twirling and whirling.
'Twas no fun at all!

At last, he splashed down
To his home in the sea.
This was the place
He wanted to be.

Never again
Did he wish he could fly.
Swimming was best,
And I'll tell you why--

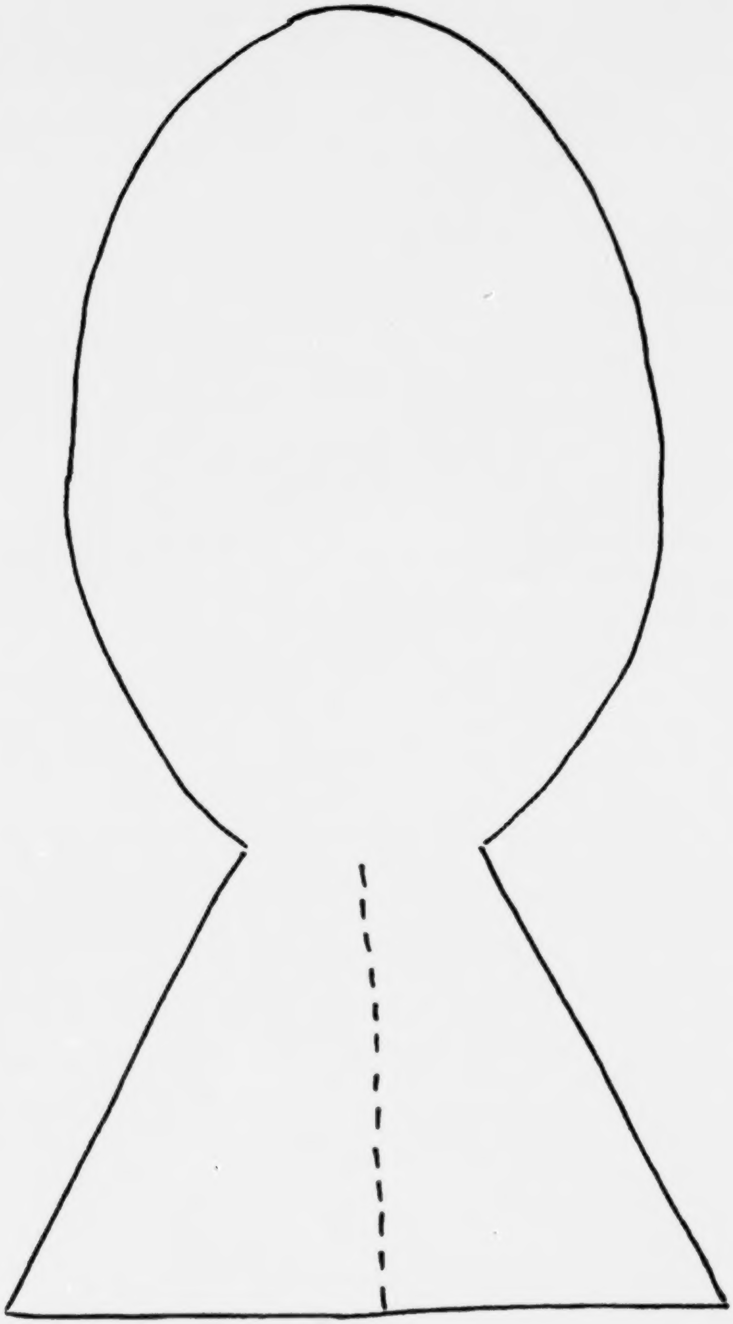
He's a fish[11]

By Jean Warren.

---

[11] *The Fish Who Wished He Could Fly, Flying Fish, A Day at the Beach, The Gentle Manatee*, by Jean Warren. Totline Magazine© 1999. A division of Frank Schaffer Publications, 23740 Hawthorne Blvd., Torrance, CA 90505.

Flying Fish Pattern



Craft: Sunny Day Beach Sculptures

Materials needed: **Dough:**
- 3 cups salt
- 1 3/4 cups water, divided
- 1 1/3 cups cornstarch

Plastic bag OR airtight container

Found objects:
- Shells
- Bits of driftwood
- Small pebbles, etc.

Directions:

1. Ahead of time, mix a batch of dough, following the recipe below.
2. Cover a table with a vinyl tablecloth and invite the children to make a sculpture at the table.
3. The children may wish to make a beach scene by pressing small found objects into the dough. They may also wish to make a sandcastle sculpture and decorate it.
4. Place the finished sculptures in a sunny spot to harden. They will harden in a day or two, depending on the amount of direct sunlight available.

Hint: A spray bottle filled with water is handy for keeping the dough soft and pliable while children are working with it.

Dough recipe:

1. Combine salt and 1 cup water in a saucepan. Cook over medium heat, stirring often, until water evaporates, about 5 minutes. Remove from heat.
2. Combine cornstarch and remaining water in a small bowl; stir until smooth.
3. Add cornstarch mixture to salt mixture. Stir over low heat until thoroughly combined. Remove from heat.
4. When dough is cool enough to handle, transfer to a sealed plastic bag or other airtight container.[12]

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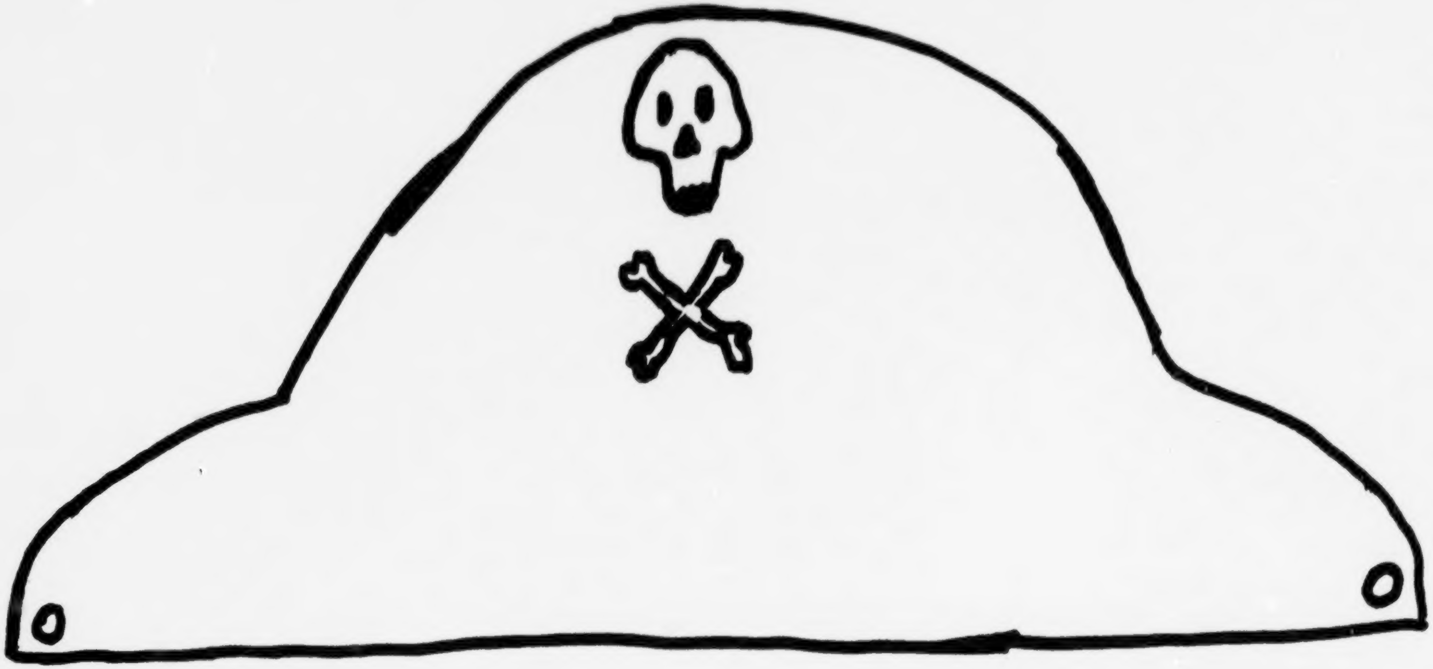
[12] Adapted by Louisa Aikin from "*Sunny Day Sculptures*", Totline, July-August, 1999, p.15.

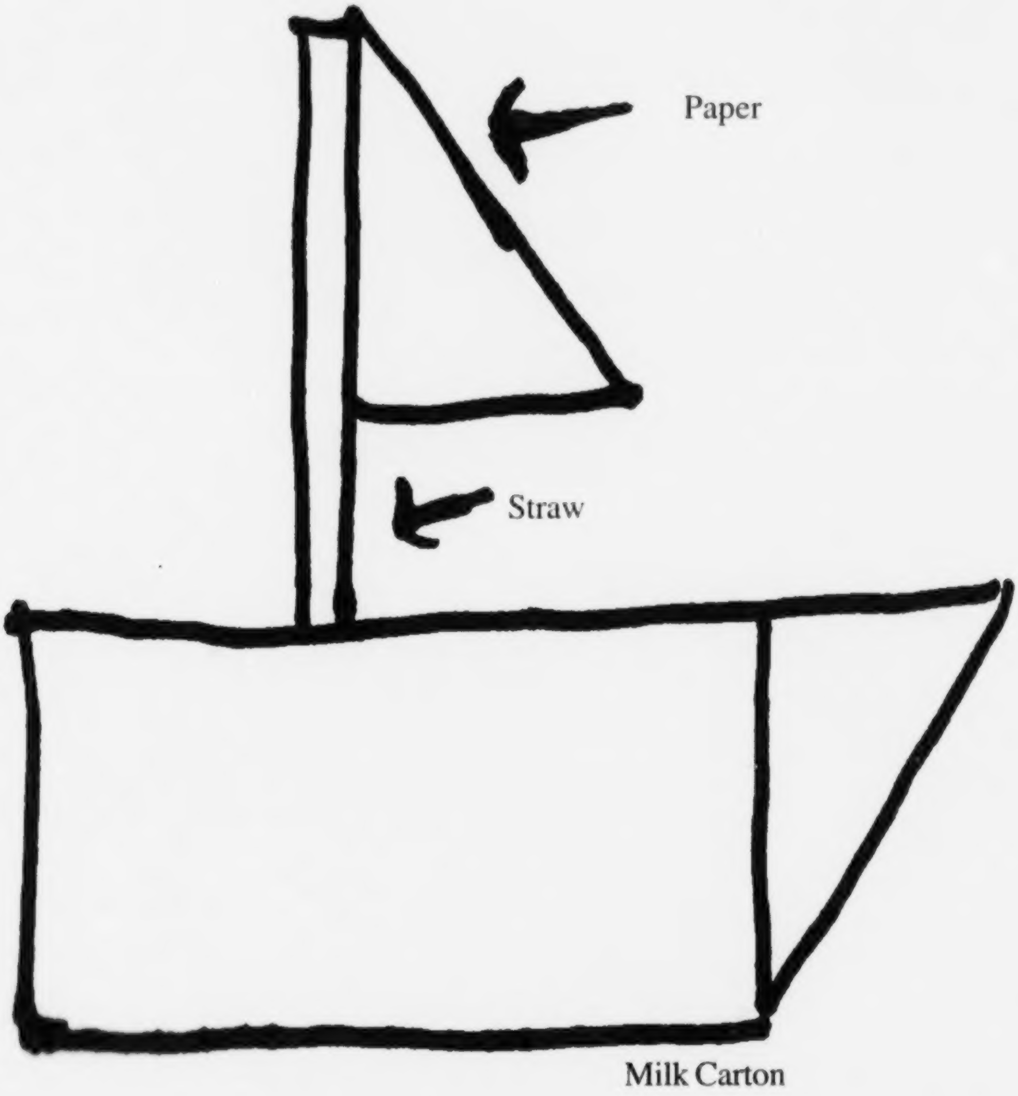
Pirate Hat

Copy and cut out pattern for hat. Punch out holes. Tie a piece of string through both holes. Tie around child's head.



Milk Carton Boats

Take a half pint milk carton and cut it in half from top to bottom. Glue a triangle piece of paper to a straw. Glue the straw to the middle of the inside of the milk carton. Decorate as they please. Have the kids race their boats after they make them.



Make a Quilt of America

Supplies needed:

Two photocopied maps of the United States (11 X 17) for each participant or a larger cardboard for the map.

Scraps of cloth or colored paper or old wall paper books

Scissors

Glue

Directions:

1. Give each participant two copies of the United States map. (Children can cut up one map for "state patterns" to use with paper, cloth or wall-paper.)
2. Let children cut out the shapes of the states from colored paper, cloth or wallpaper. Participants can then glue the shapes on to the map, creating an American Quilt.

Storytime

Could be centered around quilt stories, travel, or multicultural themes.

Flag Magnet

Supplies Needed:

For each participant:
* 26 tooth picks (buy colored ones for the fourth of July if possible) If not use red marker to color 14 of the toothpicks red.
- White Glue
- Plastic lids for drying the magnets
- Blue paper cut into 1 inch squares
- Sticky stars or glitter
- Magnetic strips

Directions:

1. Each participant should color 14 toothpicks red if red toothpicks are not available.
2. Line (on a plastic lid) up two red toothpicks, then two natural, side by side. Continue 2 red, 2 natural. Should end up with 7 red "stripes" and 6 natural "stripes - beginning and ending with red.
3. Cover toothpicks with a thin layer of white glue.
4. Place the blue square in the upper left-hand corner of the "flag".
5. Put stars or glitter onto the blue square. This is a good time to do stories to go with the project!
6. Peel flag off of plastic lid when it has completely dried.
7. Glue the magnetic strip to the back of the Flag. Enjoy!

Floor Map

Supplies

large piece of cardboard (refrigerator box etc.)
Markers
Knife

Directions

1. Draw the shape of the United States on large cardboard with black marker.
2. Using markers color and lable the states and famous landmarks.
3. Using a utility knife cut out the states. This may be kept in the children's area or brought out for storytime as a group activity to put the United States back together.

**Smaller versions to take home could be made by children out of cereal boxes.

Recipe: Gelatin Ocean

Materials needed:
Blue gelatin
Gummy candies (fish, sharks. dolphins, etc.)
Cookies (vanilla wafers OR chocolate wafers) -- Optional
Clear plastic cups

Directions:

1. Prepare blue gelatin according to the package directions.
2. Pour the gelatin into the plastic cups.
3. When the gelatin is almost set, insert the gummy candy creatures. Serve when completely set.
4. As an optional step, crush cookies in a plastic bag or food processor to make the "sand" for the ocean bottom. Pour a thin layer of crumbs into the bottom of the cup, then slowly fill with gelatin.

Note: If the gelatin is allowed to sit too long, the acidity will start to break down the candy fish[13]

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[13] Adapted by Louisa Aikin from *Upstart 1999 Summer Activity Guide*, PP. 17-18.

"Reading: from Sea to Shining Sea
Preschool Activities

C. J. Brown, Library Assistant II
Mohave County Library District

Background

To set the stage for the Preschool activities, we will be going on an imaginary trip across the United States. Starting with the Northeast during the Colonial period and working our way to the post-Civil War South, the farmlands of the Midwest, the cowboy West, the West Coast and finally to Alaska and Hawaii.

I have included 3 possible frameworks for the story sessions in my activities and bibliography selections:

1. Using the magic photo album from Pig, Pig and the Magic Photo Album and "traveling" to different parts of the country.

2. Using quilts as a unifying theme while telling stories that show how our country is "Patched together" from many different kinds of people.

3. Using a general patriotic theme focusing on the different geographic areas

The format I use in my Storytimes for 3-5 year-olds is:

Gathering song (something that is repeated each session)
Long story
Shorter story
Large muscle exercises
Short story
"Special" story (using puppets, flannel board characters, audience participation, etc.)
Coloring page or take-home craft
Finger plays or stretches are used as needed for wiggles

Preschoolers need predictability and like to have their story hour start and end the same way every time. You might want to start each pre-school session with the song "*The Wheels on the Bus*" by Raffi or another "*travel*" song. This will set the stage for the children and will help them get ready to listen. If you start with a song you can use a poem to end each session--something that lets them know story hour is over and it's time to go home. I end each session by saying: "We listened to stories. We sat with our friends, Now we are finished and this is The End".

Spend extra time your first session going over the gathering song and your ending ritual. Repeat the words of the song for the children and show them any motions you want them to use. You can also introduce them to a large map of the U.S.

The Northeast
Colonial America

When most people think of traveling "back East" they think of visiting the places where our country had it's beginning. Traditional folk tales or tall tales will be perfect for this visit.

Method: Using the format you have used for introducing other parts of the program, tell the children you will be going on a trip to the Northeastern part of the country.

Show pictures of colonial Williamsburgh or other early settlements. Explain that people in the pictures are not wearing costumes-they really wore clothing like that pictured.

You should also explain that in colonial times there were no televisions or movies and that people told stories to entertain themselves.

Way Down South
Jazz Band

What do you think of when you think of Dixie? Why a Dixieland band, of course. Making your own instruments and then marching in a band can be a lot of fun. (If you think the band will be too noisy for your library, march around the outside of the building.)

Method:
Using the format you have used for introducing other parts of the program, begin your visit to the South by showing pictures of the Everglades, New Orleans, and whatever other parts of the South you might want to "visit".

You might want to adopt a Southern drawl while you read the stories.

The Midwest
Farm Country

When we think of the Midwest we tend to think of farm country. Stories about farms, the traditional tales of the *Little Red Hen* and the *Three Little Pigs*, as well as books about baby animal's work well for this area. I have included several activities involving quilts and making quilt squares, which will also be very appropriate for any US region, but seem particularly appropriate for the Midwest.

Method: Using the format you have used for introducing other parts of the program, tell the children you will be going on a trip to the middle part of the country. Decorate the room with pictures of farms and farm animals, rolling plains, and amber waves of grain.

"Old MacDonald had a farm" seems like a natural activity song for this section. Photocopy pictures from a coloring book and blow them up or download the animal masks from "The Hat" from Jan Brett's web page (http:www.janbrett.com/hat animal masks main.htm). Add a tongue depressor or paint stick to the back and use the masks to sing the song.

The West
Cowboy Country

Despite the fact that we live in the West, our children sometimes know very little about western culture. Cowboy stories, stories about wagon trains, Native American stories from the Hopi, Navajo, Ute and other Native cultures can be adapted to use for children. Try to use photographs of actual cowboys at work and of Native peoples. Old copies of "Arizona Highways" is an excellent source of pictures and information. Any of the activities from the 1999 "Read Arizona" Manual are also appropriate.

Method:
Using the format you have used for introducing other parts of the program, say that we won't have to travel far. Decorate with cactus (sure to spark a lively discussion with the children) and interesting rocks. Wear your jeans or square-dance skirt.

Stories about coyotes, jackrabbits, roadrunners, quail, etc. are lots of fun to use because the children are familiar with them and usually have interesting anecdotes that they love to share.

The West Coast

A pretend trip to the ocean can be lots of fun. Have the children wear their swimsuits and do "ocean" activities.

Method:
Using the format you have used for introducing other parts of the program, say that we are going to the ocean. Comment on the colors of their swimsuits, remind them of the importance of wearing sunscreen, and have them don their pretend sunglasses.

I use a large plastic dishpan, which I fill with sand and small shells. When placed in the middle of a dropcloth on the floor, the mess is kept to a minimum. The children love running their hands through the sand and discovering the shells. We talk about the color of the shells, the coolness of the sand, etc. If you feel really adventurous and have access to an area outside, you can fill a small wading pool with damp sand and let the children make sand sculptures. Save the sand-play till after the stories, as it is hard to recapture the children's attention once they start playing in the sand.

Alaska and Hawaii

The last states to join the Union, Alaska and Hawaii, offer an exotic touch to the story sessions. If you think that trying to cover Alaska and Hawaii together will be confusing to the children, do a separate session for each state. Be sure to show the children their location on a map or globe of the world. Though young children will have a difficult time grasping the meaning of the map, it makes them feel important to know that you have shared this grown-up information.

Method:
Using the format you have used for introducing other parts of the program, tell the children that we are going on a pretend airplane ride to some states that are far away. Have them board a pretend airplane, or turn each child into a plane with their arms held out as the wings. Help the children visualize looking out the windows of the plane and seeing clouds or water. You can see whales or seals in the water below as well as palm trees on the islands and any other flora or faunas you want to imagine...

You might want to include a discussion of life in a hot place versus life in a cold place. Pretending to get dressed in warm clothing to play in the snow is always a popular activity. Many party shops have grass skirts if you want to try the hula. (Playing with hula-hoops can also be fun!)

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Read: from Sea to Shining Sea
Preschool Activity
C. J. Brown
Mohave County Library District

Quilt Designs

Materials:

One piece construction paper for each child

Pieces of construction paper cut in geometric shapes

Gluesticks

Scissors

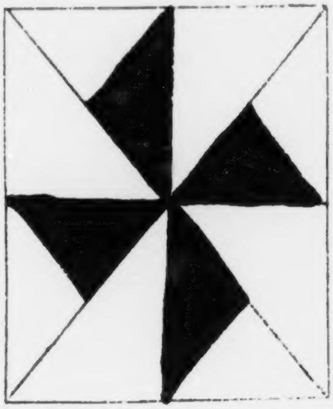
Prepare geometric shapes in advance

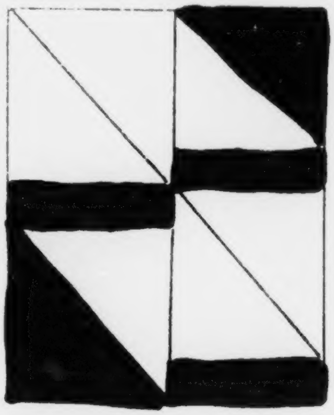
1. Show children examples of quilt blocks either from a real quilt or from a book such as **The quilt-block history of pioneer days.**

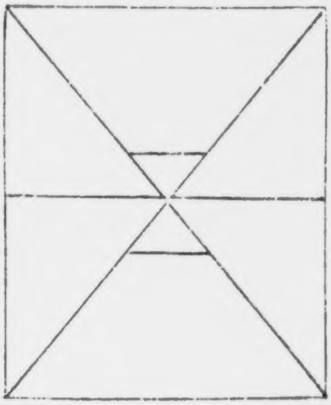
2. Give each child a piece of construction paper to use as a background.

3. Let children pick their own colors and designs and make a paper "quilt block". Have them lay out their design before they start to glue the pieces in place.

4. If desired, you can staple the finished blocks to a bulletin board "crazy quilt" style.







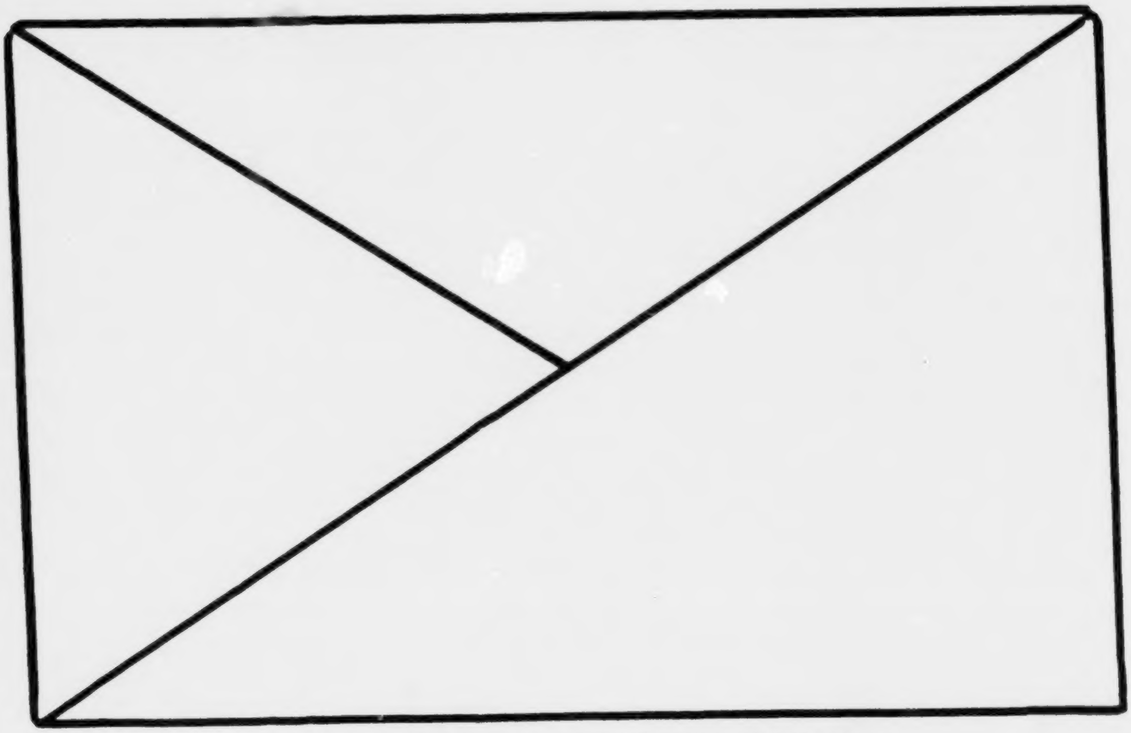
Reading: From Sea to Shining Sea

Preschool Activity

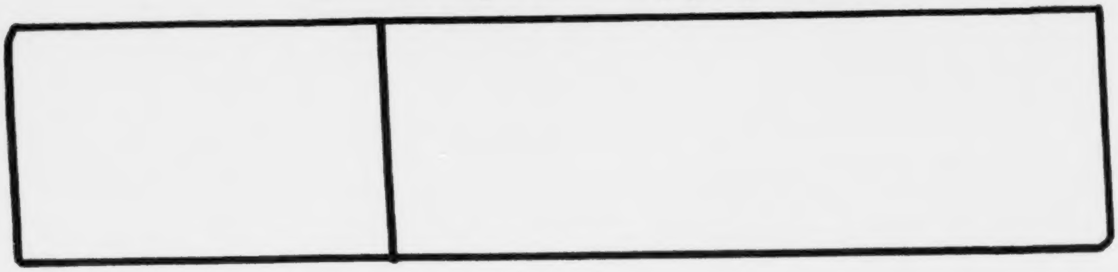
C. J. Brown

Mohave County Library District

Quilt Designs



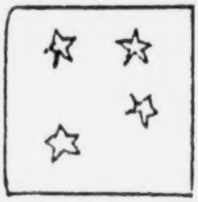
Geometric shapes to use with paper quilt blocks



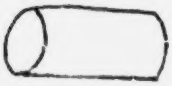
"Read: from Sea to Shining Sea"
Preschool Activity
C. J. Brown
Mohave County Library District

Pretend Fireworks

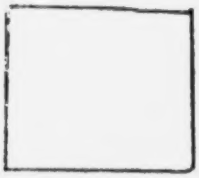
Materials



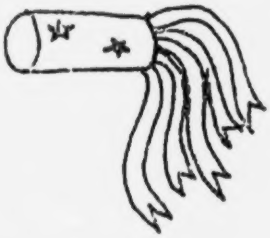
Tissue roll for each child
Strips of crepe paper or ribbon for each child
Construction paper in red, white, and blue
Crayons or markers
Star stickers or glitter (optional)
White glue
Gluesticks
Scissors



1. Cut a piece of construction paper 4 1/2" x 6" for each child. Each child will also need several pieces of crepe paper or ribbon approximately 1/2" x 10".



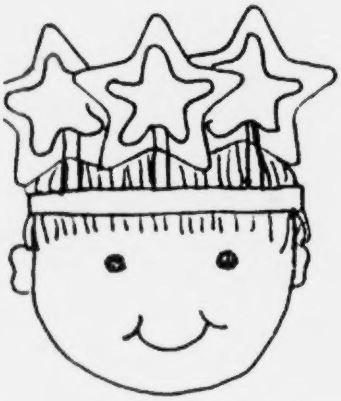
2. Have the children decorate the paper as desired.
3. When they have decorated their paper, have the children turn the paper over so that the decorations are on the underside.



4. Have the children lay the decorated paper on the table with the short edge towards them. Use the gluesticks to cover the back of the paper.
5. Have the children lay the tissue roll on top of the glued paper and roll it up in the decorated paper.
6. Glue the ribbon or crepe paper inside one end of the tissue roll.
7. Children can shake or swirl their "fireworks" as you play music and march in your 4th of July parade.

Read: From Sea to Shining Sea
Preschool Activity
C. J. Brown
Mohave County Library District

Patriotic Headbands



Materials

Construction paper in red white and blue
Drinking straws cut in 4" pieces
One strip of construction paper 2" x for each child
Gluesticks
Scissors
Stapler or tape

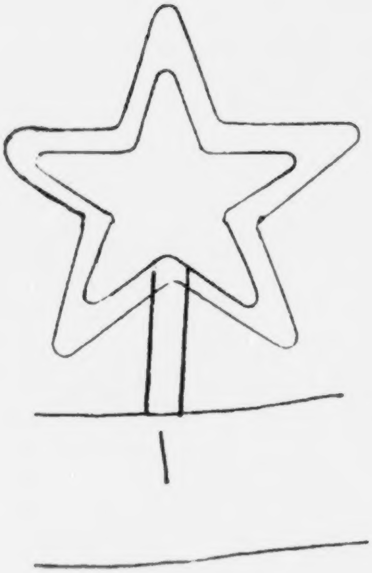
1. Precut the stars using the templates provided. You will need one star of each color and each size for each child.

2. Give each child three straw pieces, three large stars and three small stars.

3. Show the children how to rub the gluestick all over the back of the a small star and then make a "star sandwich" with the end of a straw piece between the small star and one of the large stars. (Depending on the strength of your glue, you may need to staple the pieces together.) Repeat for all three straws.

4. Use the tape or stapler to attach the other end of each star to the strip of construction paper.

5. Fit the headband around the child's head and staple or tape to fit.

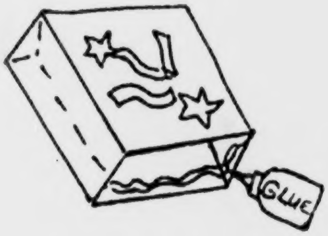


"Read: From Sea to Shining Sea
Preschool Activity
C. J. Brown
Mohave County Library District

Car Litter Bags

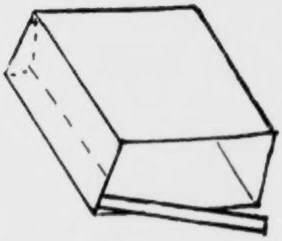
Materials

Small paper lunch bag for each child
Strip of poster board or other light cardboard 1" x 16"
    (You may wish to pre-fold the cardboard to fit inside the top of the lunch bag)
12" of cord or heavy string
Glue
Hole punch
Scraps of construction paper, stickers, rubber stamps, etc. to decorate the bags

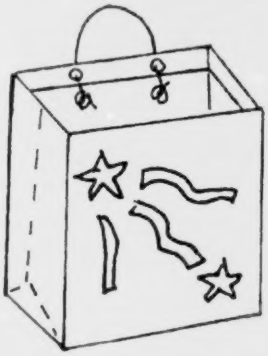


1. Give each child a lunch bag.

2. Let the children decorate their bags as they wish using scraps of construction paper, stickers, etc.

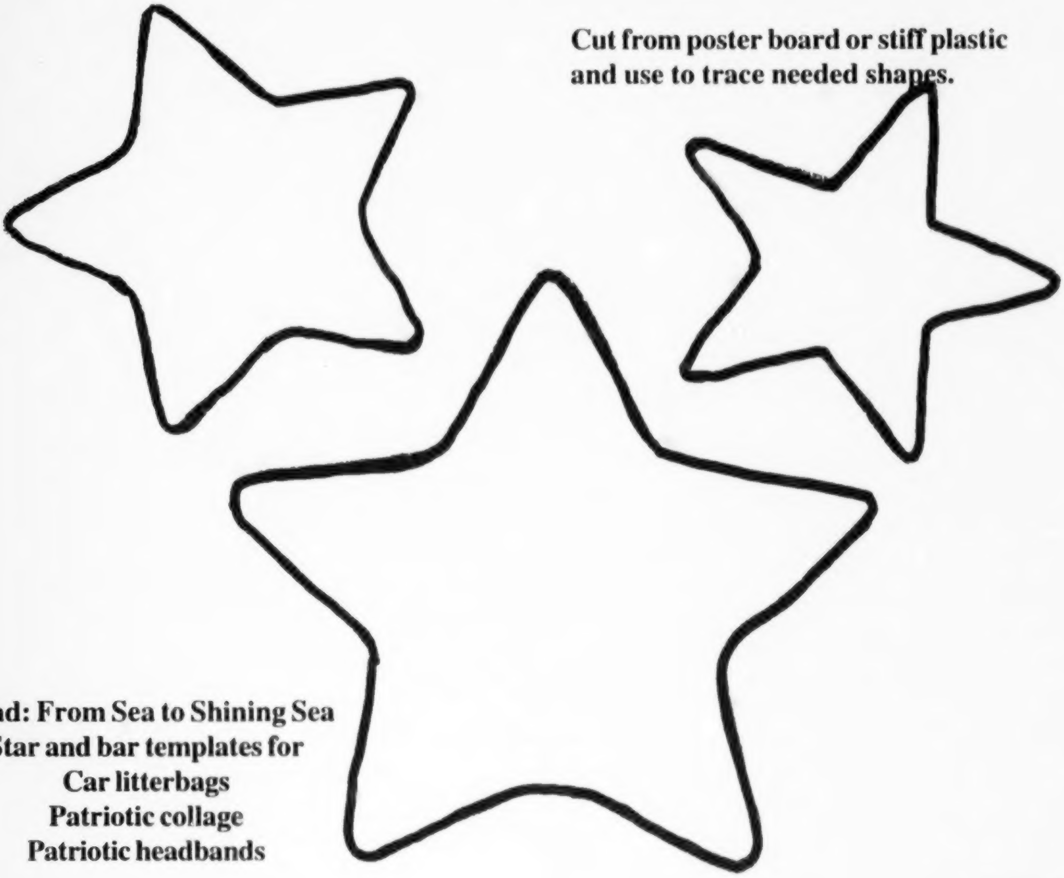


3. Have the children open their bags and place the bag on the table with the opening toward them. Run a line of glue inside the open bag about 1/2" from the top of the bag. Have the children place the piece of poster board inside the top of the bag against the glue. The piece of poster board will hold the litter bag open in the car.

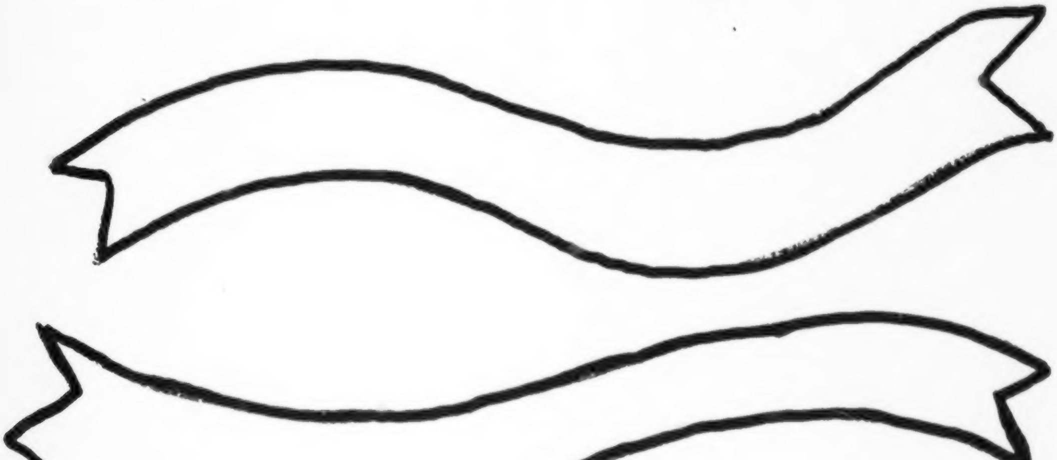


4. Punch 2 holes about 3" apart on one side of the bag. Thread the cord through the holes and tie the ends together in an overhand knot.

Cut from poster board or stiff plastic and use to trace needed shapes.



Read: From Sea to Shining Sea
Star and bar templates for
Car litterbags
Patriotic collage
Patriotic headbands



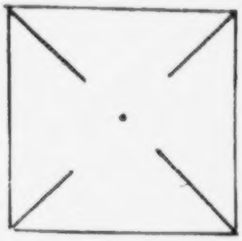
"Read: From Sea to Shining Sea
Preschool Activity
C. J. Brown
Mohave County. Library District

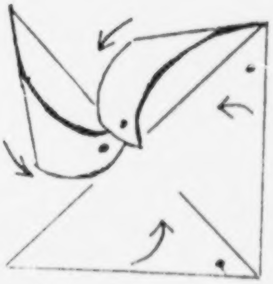
Whoopee Pinwheels (M, W)

(You will need some "helping hands" for this project-ask mothers or volunteers to help!)

Materials

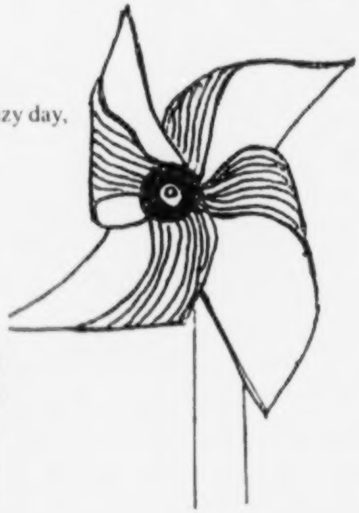
Construction paper
Scissors (safety scissors if the children will be cutting)
Pencil
Crayons or markers
1 unsharpened pencil-per pinwheel
1 large-headed pin-per pinwheel
1 pony bead-per pinwheel

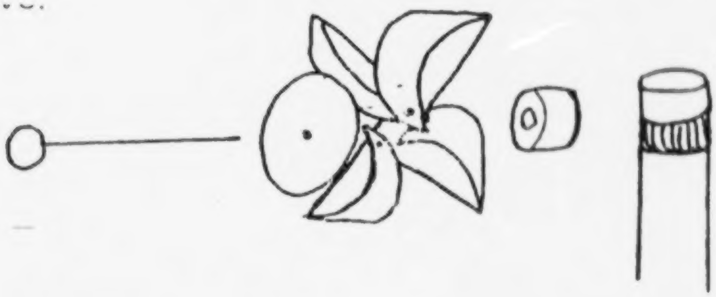


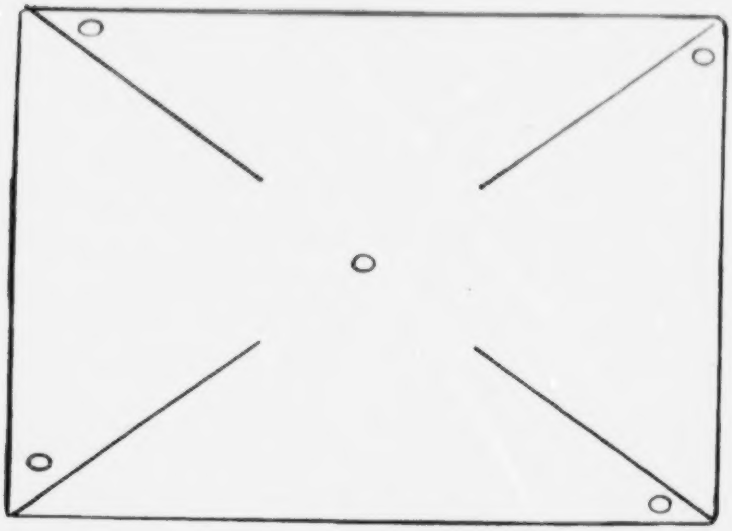


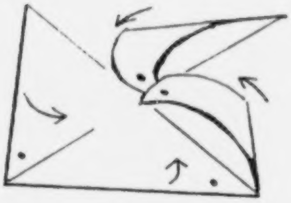
1. Using pattern provided, duplicate one pinwheel for each child Outer edges can be cut in advance using a paper cutter. Cut one pinwheel for each child.
2. Allow the children to color their pinwheels.
3. Cut four lines toward the center where indicated on each pinwheel. (For very young children an adult will need to do the cutting; older children can cut the lines themselves with supervision)
4. From contrasting paper cut a circle for each child
5. Assemble the pinwheels (see diagram)

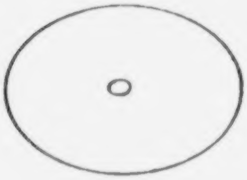
The children can blow gently on the pinwheel to make it turn. Or, if it is a breezy day, take the pinwheels outside to see how the wind makes them move.











"Reading: From Sea to Shining Sea"
Preschool Activity
C. J. Brown
Mohave County Library District

Whoopee Pinwheels

"Read: From Sea to Shining Sea
Preschool Activity
By C. J. Brown
Mohave County Library District

Sand Painting (w)

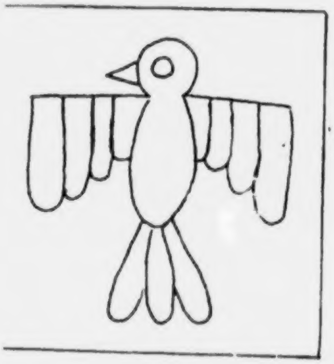
Sand painting is a traditional Native American Art.
Paintings are used in healing ceremonies and are
traditionally worked from dawn to sunset
or sunset to dawn and are then destroyed.

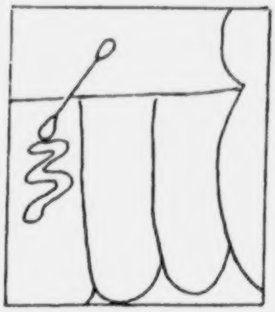
Materials

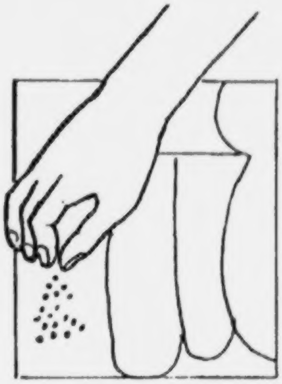
Clean sand or white cornmeal
Powdered poster paint
Poster board or light cardboard
White glue (thin slightly with water)
Pencil
Cotton swabs or small brushes
Small containers for colored sand
Small trays or box lids to catch loose sand

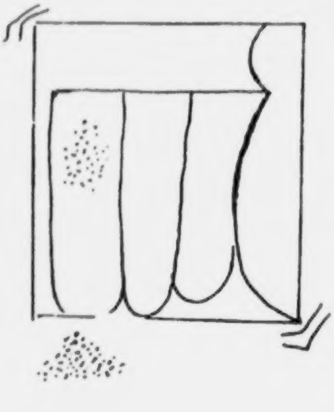
Prepare colored sand in advance by mixing approximately 1 C sand with 2 T powdered paint in a tightly closed jar.

1. Draw a simple line drawing similar to those in the example. Try to keep shapes large.
2. Fill a small area of the picture with thinned glue, using the swabs or paintbrush. Use fingers to sprinkle sand on the glued area.
3. Allow glue to dry for a few moments before shaking off excess sand.
4. Repeat steps 2 and 3 until the picture is covered. if desired, you may cover the background with uncolored sand.









Read: From Sea to Shining Sea
Preschool Activity
By C. J. Brown
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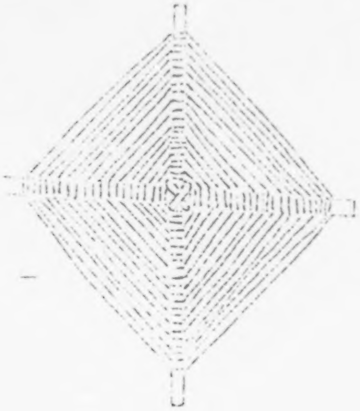
Ojo de Dios (W)



Materials

Two sticks the same length (you can use pencils or ice cream sticks)

Yarn in various colors (easier to handle if it is rolled in small balls)

White glue

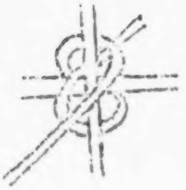
1. Cross the sticks in the center to for a +. Glue them where they cross to make it easier for the children to handle them.

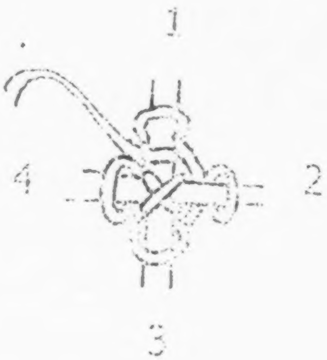
2. Begin wrapping the sticks in a figure 8, then without tying off the yarn, and going clockwise , wrap the long end of the yarn under #1, around the stick, under #2, around that stick, under #3, etc.

3. Continue wrapping the yarn around each leg of the cross. Keep the yarn tight and push it toward the center with each wrap so that the strands will lie close together.

4. Change colors whenever you desire. When ending a color, tie a double knot close to the stick, put a drop of glue over the knot and trim off the end of the yarn.

5. When your "god's eye" is full, tie and glue the yarn a described above, and then form a hanging loop and tie and glue again. Trim off the end of the yarn.





"Read: From Sea to Shining Sea
Preschool Activity
By C. J. Brown
Mohave County Library District

Flower Leis (H)

Leis are presented on many occasions.
The gift of a lei can mean "love",
"friendship", "welcome" or "goodbye".

Materials

Construction Paper cut in 2" squares (Pastel colors & white)
Drinking straws cut in 1" pieces
String or yarn (1 yard for each child)
White glue or masking tape
Hole Punch

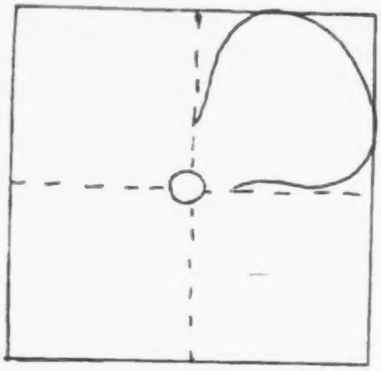
Prepare string in advance by dipping about 1" of each end in white glue and allowing it to dry OR wrap each end with masking tape. This will give the children a firm end to hold and will make stringing the leis easier.

1. Fold each 2" square of construction paper in fourths and cut as illustrated to form petals. Flowers may also be formed by tearing the petal shapes.

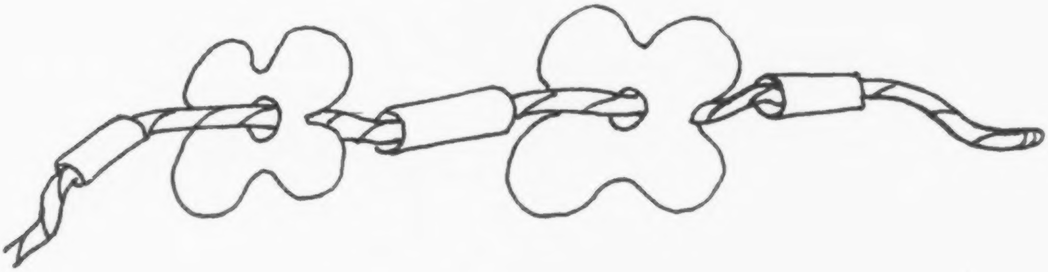
2. Punch a hole in the center of each flower

3. Alternating flowers and straw pieces, string your lei. It is easiest to start at the center and work toward each end.

4. When the string is covered to within 3" of each end, tie the ends together in a knot.



It is traditional when presenting the lei to someone else to give a kiss on the cheek.



“Read: From Sea to Shining Sea
Preschool Activity
C. J. Brown
Mohave County Library District

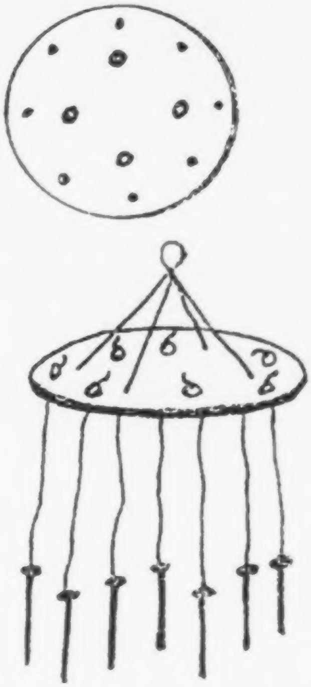
Windchimes

(Use as part of the Dixieland Band or just for fun.)

[For young children, you may wish to do steps 1-5 beforehand.]

Materials

Large soft-plastic lid (such as a coffee can lid)
Scrap paper
Pen or magic marker
Paper punch
Scissors
8-10 pony or other large beads
String
Large nails or old keys



1. Trace around the outside of the lid on a piece of scrap paper. Cut out the traced circle. Fold the circle in half with the edges matching. Fold it in half again, to make a wedge-shape.

2. Unfold the piece of paper and place it on top of the plastic lid. Mark the lid about 1/2" inch in from the edge, where each folded line falls.

3. Punch a hole at each mark.

4. Cut two 24" pieces of string. Thread the string down through one hole and up through the opposite hole. Repeat this so that the underside of the lid has an “X” made of string. Pull the string end even and make an overhand knot.

5. Mark 8-10 holes about 1/2" in from the edge all around the lid.

6. Cut 8-10 strings each 9"-12" long and tie a large nail or key to one end of each string.

7. Thread the ends of the strings through the holes around the edge of the lid. Tie each string through a pony bead to hold it in place.

Hang the windchime in a window or tree and listen to the music the wind makes. If you want to use the windchime as an instrument in the band, use another large nail or an unsharpened pencil to strike the hanging nails.

“Read: From Sea to Shining Sea
Preschool Activity
By C. J. Brown
Mohave County Library District

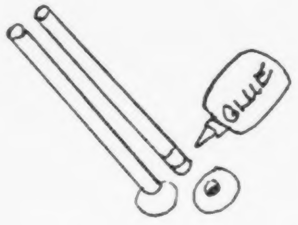
Drums

[Use as part of the Dixieland Band or as Native American Drums]

Materials

Oatmeal Box or other large can
2 pieces Rubber inner-tube, soft vinyl or large balloons
Heavy rubber bands
Construction paper
Paint, stickers or glitter (optional)
2 Unsharpened pencils
2 corks or large wooden beads

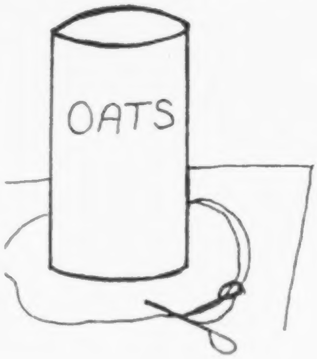
1. Stick the ends of the unsharpened pencils Into the corks or large wooden beads. Glue in place for drumsticks. Place aside to allow glue to dry.



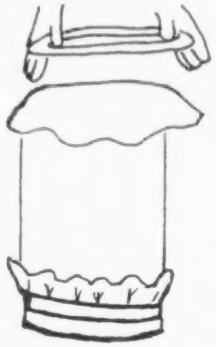
2. Remove the top and bottom from the oatmeal box or can.

3. Cut the rubber about 2" larger all around than the diameter of the can.

4. Color and or decorate the construction paper. Wrap it around the sides of the can, cutting off any excess paper. Glue the paper to the can. Use the rubber bands to hold the paper till the glue dries.



5. **(This step usually takes two people.)** Stretch the inner tube or vinyl over one end of the can. Use a heavy rubber band to hold it in place. Repeat for the other end.



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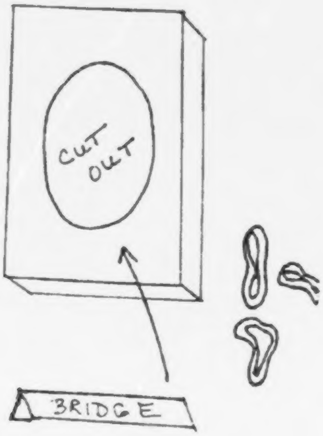
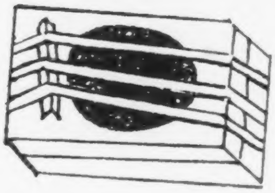
Rubber Band Banjo



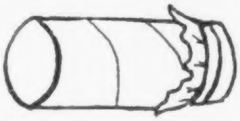
Materials

Shoe Box
3 or 4 heavy rubber bands
Pencil or pen
Scissors
2" x 3" piece of cardboard folded in half

1. Draw a circle in the center of the box lid.
2. Cut out the circle (Adult may need to do this step).
3. Put the cover back on the box.
4. Wrap the rubber bands around the box so that they go across the hole.
5. Put the folded piece of cardboard under the rubber bands as a bridge next to the hole.
6. Strum the rubber bands with your fingertips.



Kazoo



Materials

Toilet tissue core
Tissue paper
Rubber band
Scissors
Stickers , glitter and glue or other trim

1. Cut a piece of tissue 3" square.
2. Put the cut tissue over the end of the tissue roll and hold in place with a rubber band.
3. Decorate the tissue roll as desired.

To play the Kazoo, place end of tissue roll to lips and hum or sing softly. The tissue picks up and amplifies the vibrations from your lips.

Cultural Party

Have a party where people sign up to bring food, games etc. from different countries. Also, read several stories or legends from different countries. Have the participants talk about what they brought in and the significance to the country.

Down by the Sea
(A Visit to our Country's Shores)
Preschool - Grade 1

Bibliography

The following books are recommended:

Adams- Georgie. *Fish Fish Fish.* New York: Dial. 1993.
o.p.

Colorful collage illustrations introduce various sizes and shapes of fish.

Aliki. *Those Summers.* New York: Harper Collins, 1996.
ISBN 0060249374 $14.95

A little girl remembers summers at the seashore where children swim, romp on the beach, collect shells, build sandcastles, and enjoy other fun-filled activities.

Allen, Judy. *Whale.* Cambridge, Mass.: Candlewick, 1992.
ISBN 1564021602 $15.95

One night a young girl and her parents witness the seemingly magical rescue of a mother whale and her baby that are exhausted from trying to outswim a spreading oil slick. Includes a whale fact sheet.

Andes, Katherine. *Fish Story.* New York: Simon & Schuster, 1993.
ISBN 0671792709 $15.00

When he encounters a very large fish that agrees to grant him a wish, Craig invites him home to meet his family.

Berger, Barbara. A *Lot Of Otters.* New York: Philomel, 1997.
ISBN 0399229108 $16.99

As a lot of otters wrestle, roll, and cavort on the water, they make such a commotion of light that Mother Moon finds her lost child.

Bishop, Gavin. *Little Rabbit and the Sea.* New York: North-South, 1997.
ISBN 1558588094 $15.95

Having heard about the sea and longed to see what it is like, Little Rabbit receives an unexpected gift from a seagull.

Borovsky, Paul. *The Fish that Wasn't.* New York: Hyperion, 1994.
o.p.

A little girl learns that every creature has its own place, when she gets a strange gray fish for her birthday.

Bowden, Joan Chase. *Why the Tides Ebb and Flow.* Boston: Houghton Mifflin, 1979.
ISBN 0395283787 $16.00

In this folktale explaining why the sea has tides, an old woman threatens to pull the rock from the hole in the ocean floor if Sky Spirit does not honor his promise to give her shelter.

Bush, John. *The Fish Who Could Wish.* Brooklyn, NY: Kane/Miller, 1991.
ISBN 0916291359 $13.95

A fish's wishes come true until the day he makes a foolish wish.

Bush, Timothy. *Three at Sea.* New York: Crown, 1994.
ISBN 0517592991 $14.00

When three boys accidentally float downriver and out to sea on an inner tube, they look for help from several endangered animals.

Carlstrom, Nancy White. Swim *the Silver Sea, Joshie Otter.* New York: Philomel, 1993.
ISBN 0698114477 $5.95

Because none of the other animals will play with him, Joshie the sea otter swims too far out to sea, but he is called back by a song sung in the strong safe voice of his mother.

Chandrasekhar, Aruna. *Oliver and the Oil Spill.* Kansas City, Missouri: Landmark Editions. 1991.
ISBN 09338493318 $14.95

Young Oliver and his mother are among a group of sea otters rescued from an oil spill.

Chapin, Tom. *Sing a Whale Song.* New York: Random House, 1993.
o.p.

Timothy loves the sea more than anything else. After magically turning into a whale he learns that the sea is becoming polluted and is given a song to sing to help others understand about pollution.

Clements, Andrew. *Big Al.* New York: Simon & Schuster, 1988.
ISBN 0887080758 $16.00

A big, ugly fish has trouble making the friends he longs for because of his appearance -- until the day his scary appearance saves them all from a fisherman's net.

Cocca-Leffler, Maryann. *Clams All Year.* Honesdale, PA: Boyds Mills, 1996.
ISBN 0606132775 $11.19

A large, extended family spends summers together at the seashore and encounters a memorable bumper crop of clams.

Cohen, Caron Lee. *How Many Fish?* New York: Harper Collins, 1998.
ISBN 0060277130 $12.95

A school of fish and a group of children frolic in the bay.

Cole, Joanna. *Hungry, Húngry Sharks.* New York: Random, 1986.
ISBN 0394974719 $11.99

A simple discussion of the kinds of sharks and their behavior.

Cole, Joanna. *The Magic School Bus on the Ocean Floor.* New York: Scholastic, 1992.
ISBN 05904143105 $15.95

On another special field trip on the magic school bus. Ms. Frizzle's class learns about the ocean and the different creatures that live there.

Craig, Janet. *What's Under the Ocean.* New York: Troll Associates, 1992.
ISBN 0893756539 $3.50

Brief text and pictures introduce some animals and plants that live in the ocean.

Crespoe. George. *How the Sea Began: A Taino Myth.* New York: Clarion, 1993.
o.p.

The gourd containing the bow and arrow of the great departed hunter Yayael produces a torrent of water that becomes the world's ocean.

Del Prado, Dana. *Terror Below! True Shark Stories.* New York: Grosset & Dunlap, 1997.
ISBN 0614288118 $13.99

Presents facts and true stories about sharks and discusses both the good and the bad things they do.

DeSaix, Frank. *The Girl who Danced with Dolphins.* New York: Farrar, Strauss & Giroux, 1991.
ISBN 0374326266 $14.95

After a dolphin saves her from a shark during a snorkeling expedition; Adrianne dreams of swimming underwater, surfacing, and pirouetting in the air like a dolphin.

Ehlert. Lois. *Fish Eyes: A Book You Can Count On.* San Diego, Harcourt, Brace. Jovanovich 1990.
ISBN 0152280510 $6.00

A counting book depicting the colorful fish a child might see if he turned into a fish himself.

Enderle, Judith A. *Six Sandy Sheep.* Honesdale, PA: Boyds Mills, 1997.
ISBN 1563975823 $14.95

Six sheep are at the beach in this counting down book.

Farris. Diane. *In Dolphin Time.* New York: Four Winds, 1994.
o.p.

A boy carries two dolphins home from the beach in his pocket, keeps them in his bathtub for a while, and finds that they make the ordinary wonderful and the wonderful ordinary.

Florian, Douglas. *A Beach Day.* New York: Greenwillow, 1990.
o.p.
Describes simply how one family enjoys a day at the beach. Includes a list of seashells for which to look.

Foreman, Michael. *One World*. New York: Arcade, 1991.
o.p.

Two children playing at the beach tamper with the natural balance of a tide pool and, after destroying its beauty, realize how similar its microcosm is to their own world.

Foreman, Michael. *Seal Surfer*. San Diego: Harcourt Brace, 1996.
ISBN 0152013997 $16.00

Although he is on crutches, a boy goes to the beach with his grandfather, where they watch a seal being born, and over the following seasons, the boy and the seal develop a special bond.

Friend, Catherine. *The Sawfin Stickleback: A Very Fishy Story*. New York: Hyperion, 1994.
ISBN 1562824732 $13.45

People still talk about the time Katie and her little brother Mark almost caught the gigantic Sawfin Stickleback while ice fishing with their grandfather.

Garland, Sherry. *Summer Sandy*. San Diego: Harcourt Brace, 1995.
ISBN 0152824928 $15.00

After a winter storm destroys the sand dunes that provide a home for plants and animals, a beach community bands together to restore the dunes.

Gomi, Taro. *Where's The Fish?* New York: William Morrow, 1986.
o.p.

The reader is invited to find the fish in pictures where it is well camouflaged.

Greenway, Frank. *Tide Pool*. New York: Dorling Kindersley, 1992.
ISBN 1564581314 $9.95

Discusses the different kinds of plants and animals that can be found in tide pools and how they interact with each other.

Hall, Derek. *Otter Swims*. New York: Knopf, 1984.
o.p.

With his mother's help, a young otter overcomes his fear of the water and discovers the pleasures of swimming.

Hest, Amy. *Rosie's Fishing Trip*. Cambridge, Mass.: Candlewick, 1994
ISBN 156402296X $13.95

Grandpa and Rosie spend the morning fishing and Rosie learns that catching a fish is not the most important thing.

Heyduck-Huth, Hilde. *The Starfish: A Treasure Chest Story*. New York: Margaret K. McElderry, 1987.
o.p.

A starfish passes through many hands before a little girl finds it and puts it in her treasure chest.

Hofmeyr, Dianne. *Do the Whales Still Sing?* New York: Dial, 1995.
o.p.

And old man tells the lighthouse boy about a successful sea captain who made his fortune hunting whales.

Jenkin-Pearce, Susie. *The Seashell Song*. New York: Lothrop, Lee & Shepard, 1992.
o.p.

Listening to a seashell, a child learns about the wonders of the sea.

Johnston, Tony. *Whale Song*. New York: Putnam. 1987.
ISBN 039921402X $14.95

Counting as they sing, whales use their mighty voices to pass on to one another the numbers from one to ten.

Kalan, Robert. *Moving Day*. New York: Greenwillow, 1996.
ISBN 06881319493 $14.93

A hermit crab looking for a new home tries several different shells before finding one that fits just right.

Kidd, Richard. *Monsieur Thermidor: A Fantastic Fishy Tale.* Woodbridge, CT: Blackbirch, 1998.
ISBN 1567118003 $15.95

Chef Henry finds that he cannot cook the lobster he was planning to make into soup, and as a gesture of thanks the lobster gives Henry the recipe for his famous seaweed soup.

Kimmel, Eric A. *Billy Lazroe and the King Of The Sea: A Tale of the Northwest.* San Diego: Harcourt Brace & Co.,. 1996.
ISBN 0152001085 $16.00

Billy Lazroe, a sailor from Oregon, jumps into the ocean at the command of Davy Jones and falls in love with one of Davy's daughters.

Krudop, Walter. *Blue Claws*. New York: Atheneum, 1993.
o.p.

A young boy gets to know his grandfather better when the two of them spend the day together crabbing.

Le Tord, Bijou. *Joseph and Nellie*. New York: Bradbury, 1986.
o.p.

Joseph and Nellie get up at dawn and spend their day fishing at sea.

Lingemann, Linda. *Beluga Passage*. Norwalk, CT: Soundprints, 1996.
ISBN 1568993145 $15.95

Beluga, her mother, and their pod of white whales face many dangers while migrating from the freezing Arctic Ocean to the warmer waters of the Bering Sea.

Lionni, Leo. *Swimmy*. New York: Knopf, 1991.
ISBN 0394917138 $18.99

A little black fish in a school of red fish figures out a way of protecting them all from their natural enemies.

London, Jonathan. *Old Salt, Young Salt.* New York: Lothrop, Lee and Shepard. 1996.
ISBN 0688129757 $16.00

Aaron's dad is an experienced sailor, and Aaron must find his sea legs when they go out together for a day of fishing on the bay.

MacCarthy, Patricia. *Ocean Parade: A Counting Book.* New York: Dial, 1990.
o.p.

An array of colorful fish of different shapes and sizes introduces the numbers one through twenty and the concepts of color and shape.

Manning, Paul. *Fisherman.* New York: Macmillan, 1987.
o.p.

A fisherman makes his catch but experiences some rough weather before returning home safe and sound.

McDonald, Megan. *Is This A House for Hermit Crab?* New York: Orchard, 1990.
ISBN 0531084558 $16.99

When Hermit Crab outgrows his old house, he ventures out to find a new one.

McMillan, Bruce. *Going on a Whale Watch.* New York: Scholastic, 1992.
ISBN 0590728261 $19.95

Two six-year-olds on a whale-watching expedition see different kinds of whales engaging in such activities as headstanding and lunge feeding. Includes facts about each kind of whale.

O'Malley, Kevin. *Carl Caught A Flying Fish.* New York: Simon & Schuster, 1996.
ISBN 0689800983 $13.00

Because the flying fish which he caught gives him nothing but trouble both at home and at school. Carl throws it back into the water.

O'Neill, Alexis. *Loud Emily.* New York: Simon &Schuster, 1998.
ISBN 0689810784 $16.00

A little girl with a big voice who lives in a nineteenth-century whaling town finds a way to be useful and happy aboard a sailing ship.

Pfister, Marcus. *The Rainbow Fish.* New York: North-South Books, 1992.
ISBN 1558585362 $9.95

The most beautiful fish in the entire ocean discovers the real value of personal beauty and friendship.

Pfister, Marcus. *Rainbow Fish to the Rescue!* New York: North-South Books, 1995.
ISBN 1558588809 $9.95

Although his friends want to ignore the new striped fish in their midst, Rainbow Fish must decide whether to help him when a shark attacks.

Raffi. *Baby Beluga*. New York: Crown, 1990.
ISBN 0517578395 $16.00

Presents the illustrated text to the song about the little white whale who swims wild and free.

Rand, Gloria. *Prince William*. New York: H. Holt, 1992.
ISBN 0805018417 $14.95

On Prince William Sound in Alaska, Danny rescues a baby seal hurt by an oil spill and watches it recover at a nearby animal hospital.

Reiser, Lynn. *Beach Feet*. New York: Greenwillow, 1996.
ISBN 0688144012 $14.93

The beach displays human feet which squish, splash, or rest, as well as animal feet which may number five, six, or even nine and which have many uses.

Reiser, Lynn. *Little Clam*. New York: Greenwillow, 1998.
ISBN 0688159087 $15.00

After repeated warnings from his friends at the edge of the sea, a little clam digs in with his strong foot and succeeds in escaping the dangerous predators who want to eat him.

Renner, Michelle. *The Girl Who Swam With the Fish: An Athabascan Legend.* Anchorage, Alaska Northwest, 1995.
ISBN 0882404423 $15.95

A young girl waits on a riverbank for the salmon to return, wondering where they have traveled and what they have seen.

Ryder, Joanne. *Sea Elf*. New York: Morrow, 1993.
ISBN 0688100600 $15.00

As a young sea otter, the reader enjoys a day of hunting, grooming and playing in a California cove.

Savage, Stephen. *Animals of the Oceans.* Austin, TX: Raintree Steck-Vaughn, 1997.
ISBN 081724753X $22.83

Describes the world's seas and oceans and the mammals, fish, reptiles, and invertebrates that live in them.

Schindel, John. *Something's Fishy*. New York: Simon & Schuster, 1993.
o.p.

Roy visits a fishing hole harboring an octopus named Gus, but what he pulls out on his fishing line is something of a surprise.

Sharratt, Nick. *Look What I Found!* Cambridge, Mass.: Candlewick, 1992.
o.p.

The interesting things a little girl discovers as she walks on the beach with her father, including a shell, a crab, seaweed, and intriguing footprints, can be seen by the reader when the half-pages are turned.

Shaw-MacKinnon, Margaret. *Tiktala.* New York: Holiday House, 1996.
ISBN 0823412210 $15.95

When the Spirit Guide changes her into a seal, Tiktala learns the ways of seals and how harmful humans can be.

Stevenson, James. *Clams Can't Sing.* New York: Greenwillow, 1980.
o.p.

Two clams prove to their beach friends that even if they can't sing they do have other talents.

Tafuri, Nancy. *Follow Me!* New York: Greenwillow, 1990.
ISBN 0688087744 $15.93

A sea lion follows a wandering crab to an entire colony of crabs and then returns to its fellow sea lions.

Wood, Audrev. *The Rainbow Bridge: Inspired by a Chumash Tale.* San Diego: Harcourt Brace Jovanovich, 1995.
ISBN 0152654755 $16.00

A contemporary story based on the Chumash Indian legend about the origin of dolphins.

Wood, Jakki. *Across the Big Blue Sea: An Ocean Wildlile Book.* Washington, DC: National Geographic Society, 1998.
ISBN 0792273087 $14.95

Follow the little red boat as it travels across many oceans. More than 60 sea animals glide through the pages of this journey.

Ocean Bibliography
Submitted by Pat Scheiffer, Tucson-Pima Public Library

Crews, Donald	Harbor
Hill, Eric	Spot Goes to the Beach
Kalan, Robert	Blue Sea
Lionni, Leo	Fish is Fish
Lionni, Leo	Swimmy
McDonald	Is this a Home for Hermit Crab
Pallotta	Ocean Alphabet Book
Rockwell,Anne	Boats
Rogers, Paul	Forget-Me-Not
Ross	Crafts for Kids Who are Wild about Oceans
Watanabe	I'm the King of the Castle
Zion Gene	Harry by the Sea

"Reading: from Sea to Shining Sea"

Preschool Bibliography

(The librarian can use many of the selections from this bibliography to set the stage or enrich the preschool activities included. Some may be used "as is" for preschool story hours; others should be"edited" to suit the attention span of the preschoolers involved.)

Code: E (East Coast), **S** (South), **M** (Mid-West),
W (West), **A** (Alaska), **H** (Hawaii)

Ata, Te, Baby Rattlesnake(W)
San Francisco, Children's Book Press, Distributed by Tamen Co, 1989. ISBN 0-89-239049-2.
Willful baby Rattlesnake throws tantrums to get his rattle before he's ready, but he misuses it and learns a lesson.

Baumann, Hans, Chip has Many Brothers (W,A)
New York, Philomel Books, 1985. ISBN 0-399-21283-3.
Although Chip has two older brothers who are hunters, it is his animal brothers, Moose, Bear and Beaver who help him accomplish a perilous task.

Calhoun, Mary, Jack and the Whoopee Wind (M)
New York, William Morrow & Co, 1987. ISBN 0-688-06137-0.
Mad at the wind for blowing everything away. Jack tries a succession of ways to stop it.

Cobb, Mary, The Quilt-Block History Of Pioneer Days: With Projects Kids Can Make (E, M, W)
Brookfield, Connecticut : Millbrook Press, 1995. ISBN: 1-562-94485-1.
Find out what dozens of quilt block designs have to say about America's early days. Easy paper craft projects will let you make your own quilt blocks without sewing a stitch.

Hayward, Linda, All Stuck Up (S)
New York: Random House, c1990. ISBN: 0-679-91216-3.
Brer Fox makes a tar baby in order to catch Brer Rabbit. (This simplified version works well for preschool storytimes)

Hopkinson, Deborah, Sweet Clara And The Freedom Quilt (S)
New York: Knopf, 1993. ISBN: 0-67-992311-X (Gibraltar library edition) ISBN: 0-67-982311-5 (trade)
A young slave stitches a quilt with a map pattern which guides her to freedom in the North.

Hurd, Thacher, Mama Don't Allow (S)
Harper Trophy, 1984. ISBN: 0-06-022690-0.
Miles and the Swamp Band have the time of their lives playing at the Alligator Ball, until they discover the menu includes Swamp Band Soup.

Isaacs, Anne, Swamp Angel (S)
New York : Dutton Children's Books, 1994.
Along with other amazing feats, Angelica Longrider, also known as Swamp Angel, wrestles a huge bear, known as Thundering Tarnation, to save the winter supplies of the settlers in Tennessee.

Joosse, Barbara M., Mama, Do You Love Me?(A)
San Francisco : Chronicle Books, 1991. ISBN: 087701759X.
A child living in the Arctic learns that a mother's love is unconditional.

Keller, Holly, **Henry's Fourth of July**
New York: Greenwillow Books, c1985. ISBN: 0688040136.
Henry has a fun-filled day celebrating the Fourth of July with his family and friends.

Kellogg, Steven, **Sally Ann Thunder Ann Whirlwind Crockett : A Tall Tale** (S, M)
New York: Morrow Junior Books, c1995. ISBN: 0-68-814043-2.
Sally Ann, wife of Davy Crockett, fears nothing-and proves it when braggart Mike Fink tries to scare her.

Ludwig, Warren, **Good morning, Granny Rose: An Arkansas folktale** (S)
New York: Putnam's, c 1990. ISBN: 0-399-21950-1.
Granny Rose and her old dog Henry get lost in a blizzard and share a cave with a sleepy bear.

Laird, Donivee Martin, **The Three Little Hawaiian Pigs And The Magic Shark** (H)
Honolulu, Hawaii : Barnaby Books, c1981. ISBN: 0940350084.
Three little pigs who have built their houses of pili grass, driftwood, and lava rock are threatened by a very angry shark in disguise.

Martin, Jacqueline Briggs, **Bizzy Bones And The Lost Quilt**
New York: Lothrop, Lee & Shepard, c1988. ISBN: 0-68-807408-1.
When Bizzy loses the quilt he needs to go to sleep, Uncle Ezra and the orchard mice try to make him a new one.

McPhail, David M, **Farm Morning,** (M)
San Diego: Harcourt Brace Jovanovich, c1985. ISBN: 0-15-227299-2.
A father and his young daughter share a special morning as they feed all the animals on their farm.

McPhail, David M, **Pig Pig And The Magic Photo Album**
New York: Dutton, c1986. ISBN: 0-52-544238-3.
While waiting to have his picture taken, Pig practices saying "Cheese" as he looks through a photo album and is amazed at the outcome. (**Try using your own "photo album" with pictures of different parts of the country to set the stage for each session's activities. Use a magic word such as "books" or "reading"**)

Neitzel, Shirley, **The Bag I'm Taking To Grandma's**
New York: Greenwillow Books, c1995. ISBN: 0688129617.
In cumulative verses and rebuses a young boy and his mother have different views on how to pack a bag for a trip to Grandma's.

Wheels on the bus: Raffi songs to read
New York: Crown, 1988. ISBN: 0517567849.
As the rickety old bus collects an odd assortment of passengers in a quaint little town, the reader may join in with the sounds of the bus and motions of the driver and passengers.

Scott, Ann Herbert, **On Mother's Lap** (A)
New York, McGraw-Hill, 1972. ISBN: 0070558973.
A small Eskimo boy discovers that mother's lap is a very special place with room for everyone.

Spier, Peter, **Crash! Bang! Boom!**
Garden City, N.Y., Doubleday, 1972. ISBN: 0385067801.
Pictures of various objects or actions and "words" representative of the sounds they make arranged by category-kitchen sounds, school sounds, traffic sounds, etc. A good book to introduce the topic of the loud sounds of fireworks for the 4th of July.

Waddell, Martin, **Happy Hedgehog Band** (S)
Cambridge, Mass.: Candlewick Press, 1992. ISBN: 1-56-402011-8

Happy hedgehogs with drums inspire the other animals in Dickon Wood to join them in making lively music.

Waterstone, Rachel, **Who's Under Grandma's Quilt?**
Corinth, Miss.: First Story Press, c1997. ISBN: 1-89-032608-9
The search is on for who's hiding under Grandma's quilt, with the animals working in cooperation with one another except for one tattletale piglet.

Recommended resource:

Totline Magazine

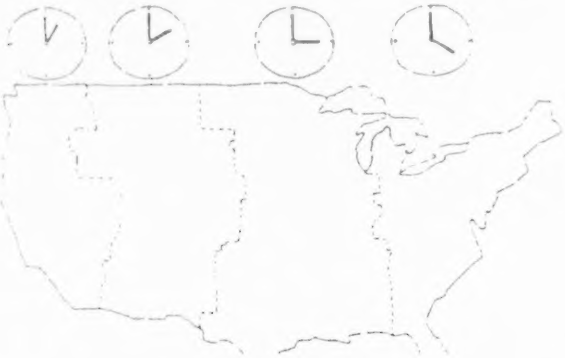
Published by: Totline Publications
P.O. Box 2250
Everett, WA 98203
(800) 609-1724

One-year subscription: $24.00

Totline Magazine offers six issues a year, in January, March, May, July, September and November. Though it is aimed for teachers and caregivers of one-to three-year old children, I've found that the ideas work just as well for older preschoolers. You will find a wealth of poetry, crafts, games and reproducible art in each issue.

DISPLAY AND BULLETIN BOARD IDEAS

Travel Through Time Bulletin Board and Program

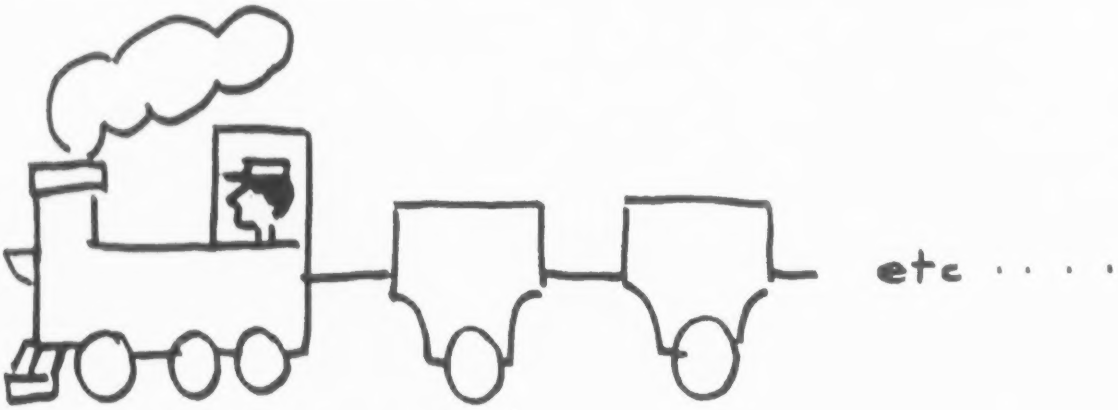


Try this bulletin board and progra. to record reading collectively. The party's at 4:00! Keep track of the number of books patrons read using a time zone map. Each time they rack up another 10, 50, or 100 books (or whatever number you choose), the group travels to another time zone. Start at 1:00 on the West Coast and read eastward towards your 4:00 party. With a huge map on the wall, invite kids to color in each time zone as you complete it. Have a Time-to-Read Group Read-in at the library, with an alarm clock ringing whenever a book is completed.

contributed by Liza Bliss, Worcester Public Library

Registration Station

Add coaches as you wish to represent weeks of the program, one for each reading group, special programs-or for whatever "train" of thought you may have!



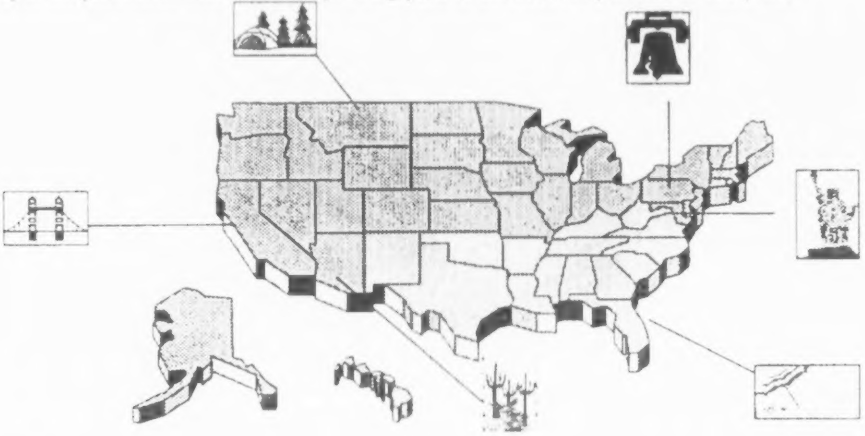
Sketch contributed by Sheila Granger, Grafton Public Library

Published with permission granted by the Massachusetts Regional Systems-1994, "*Ticket To Read At Your State Library*".

BULLETIN BOARD IDEAS

Postcard Display

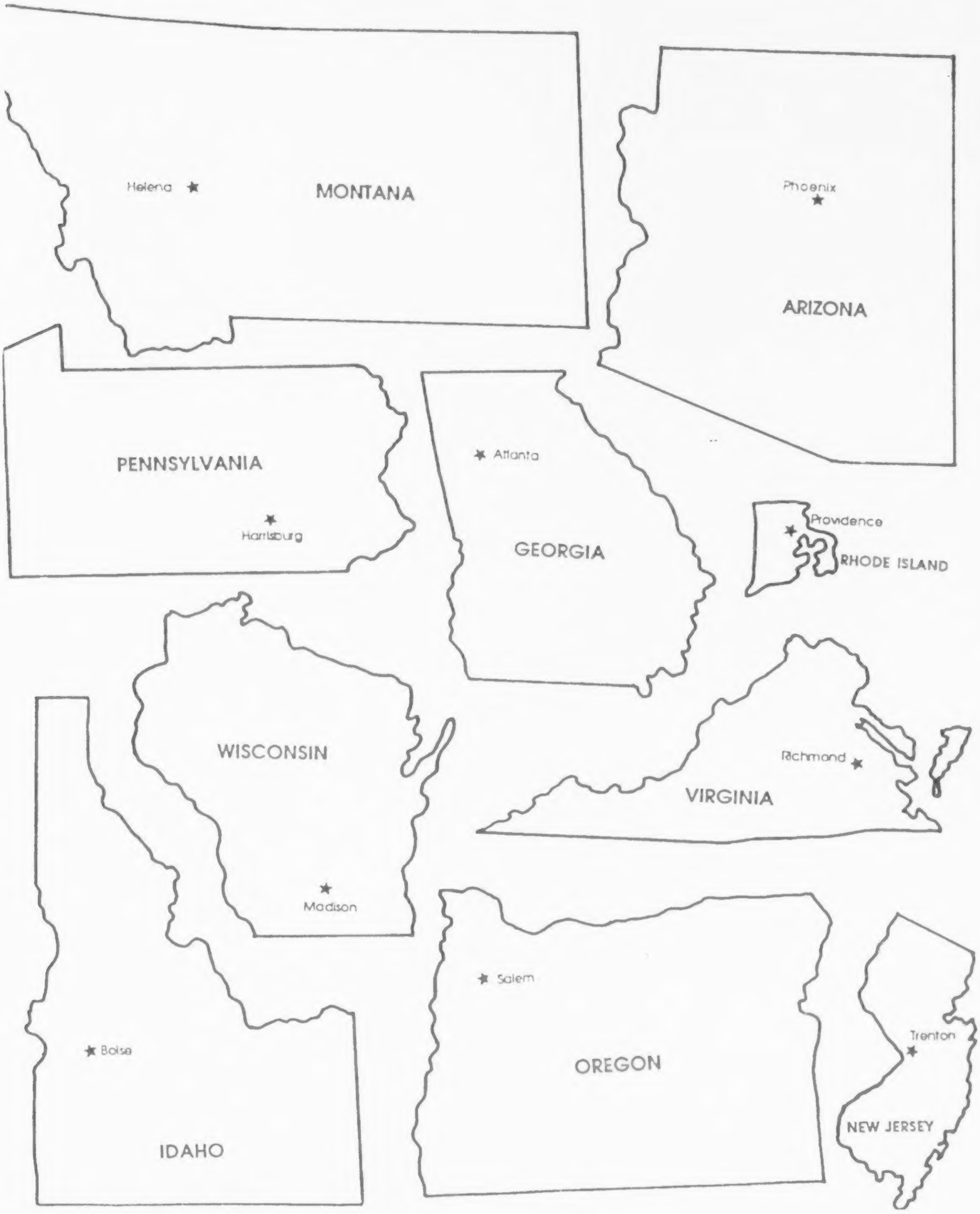
Place a United States map on a bulletin board and ask children to mail you a postcard from where they vacation over the summer. Staple the post cards around the map, using yarn to connect the postcard to the place.



Chalk Walk

Invite children to the library the week before July 4th. Give them buckets of chalk and ask them to decorate the sidewalk in front of the library for the Fourth of July. SUGGESTION: Teach the kids how to draw, at a cartoon workshop, then turn them loose after the program.

State Pattern for use with:
The Scrambled States of America by Laurie Keller. Henry Holt and Co. New York, c1998 ISBN 0-8050-5802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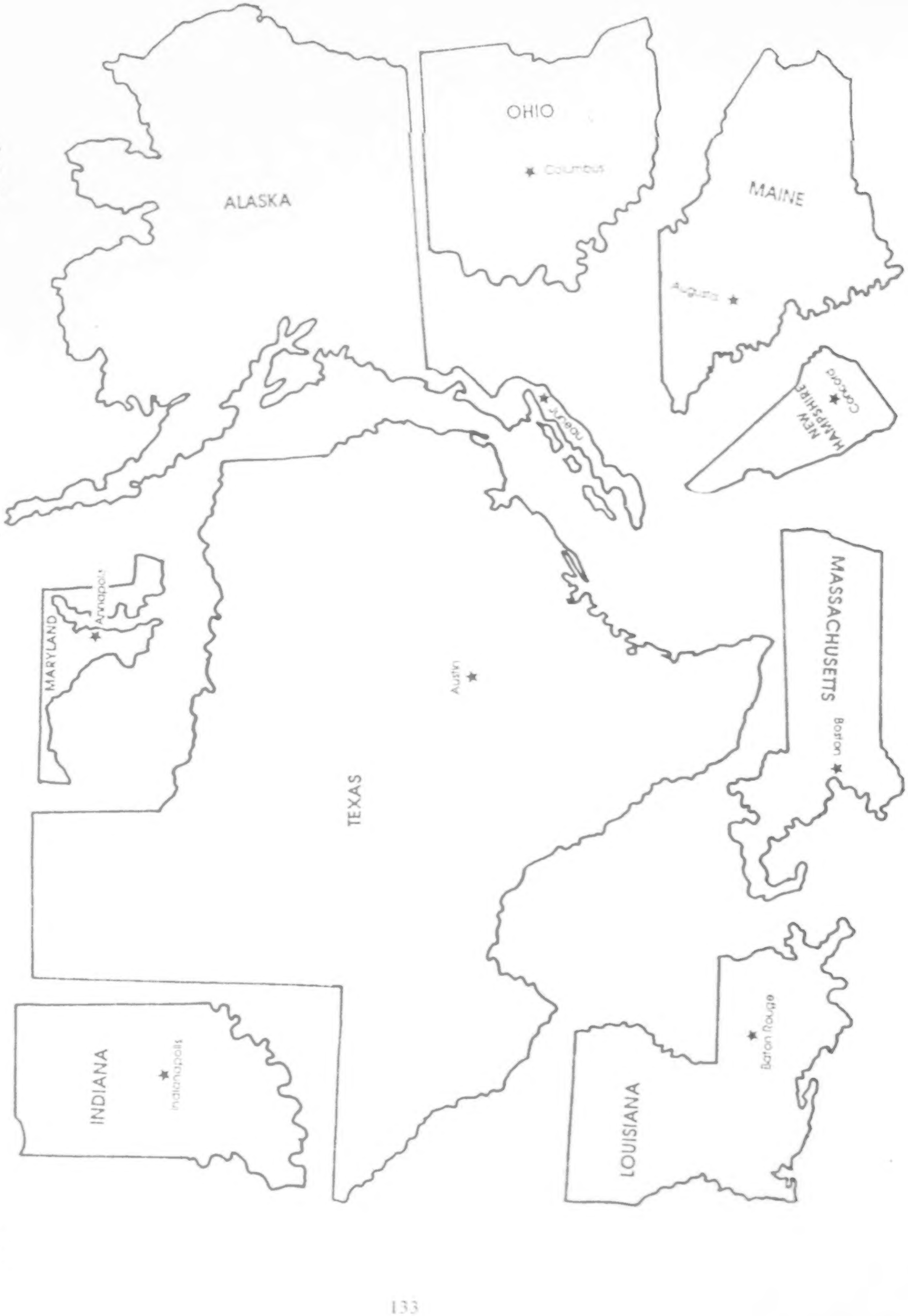
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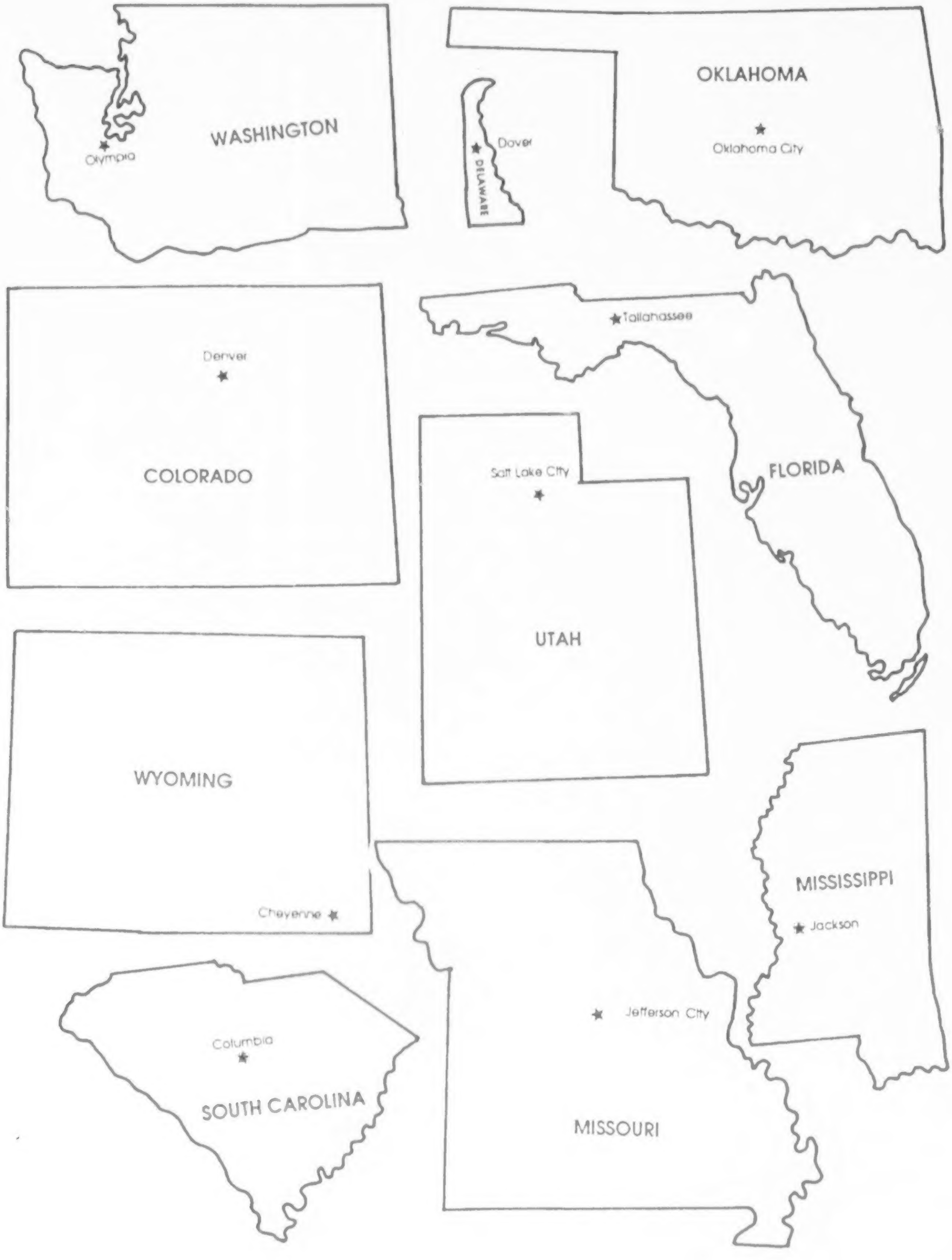
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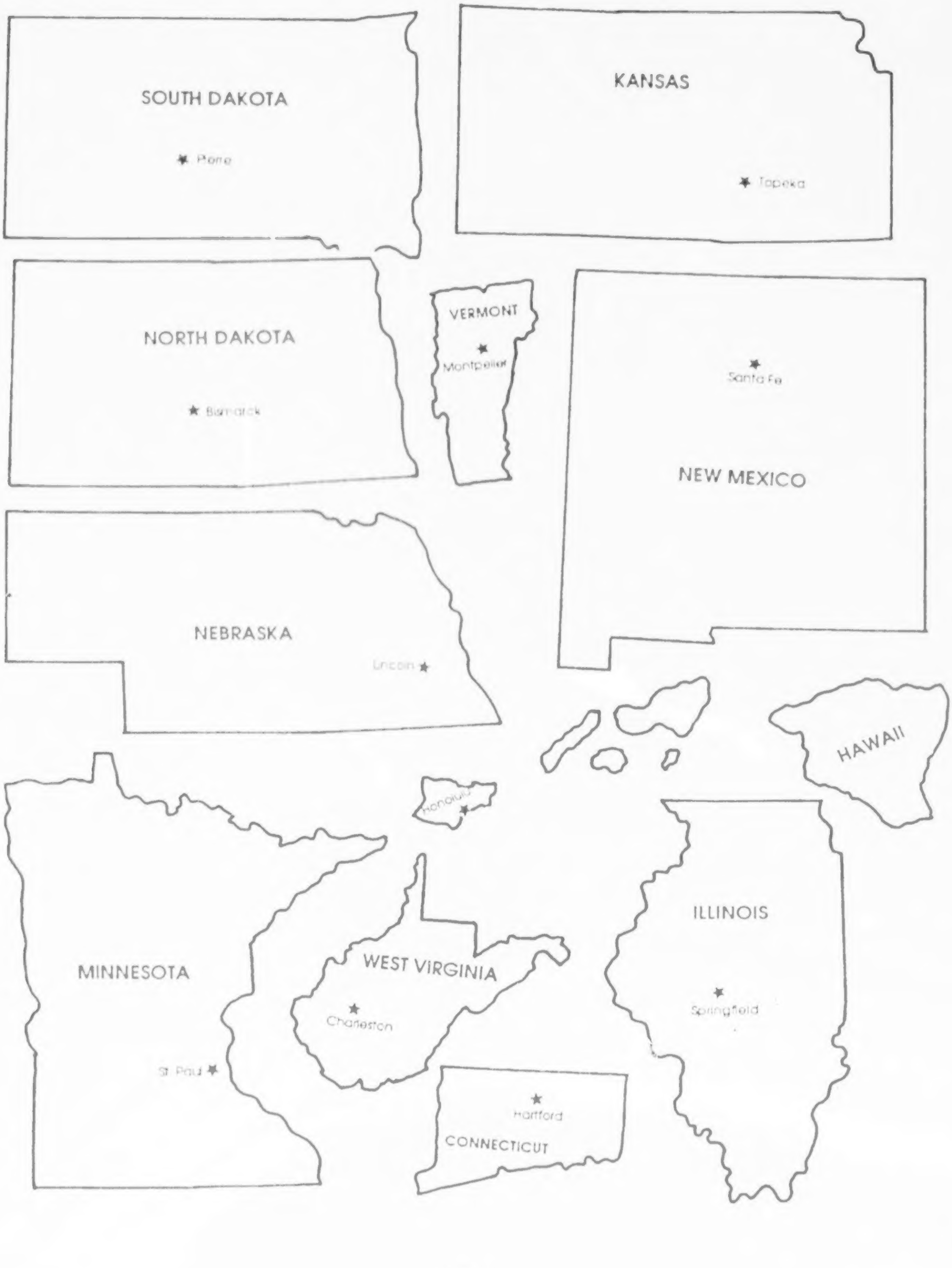
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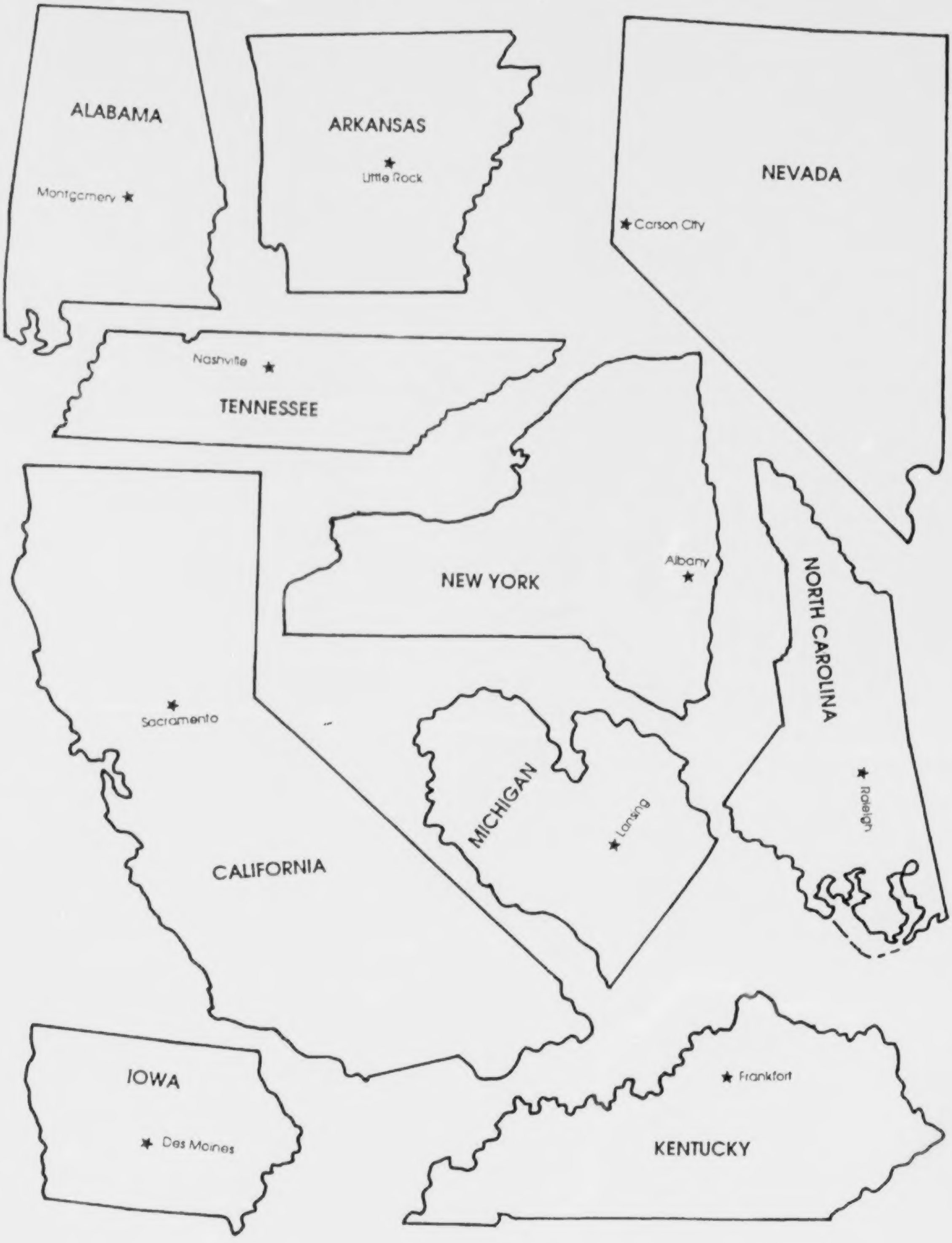
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NEW YORK
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Raleigh
Sacramento
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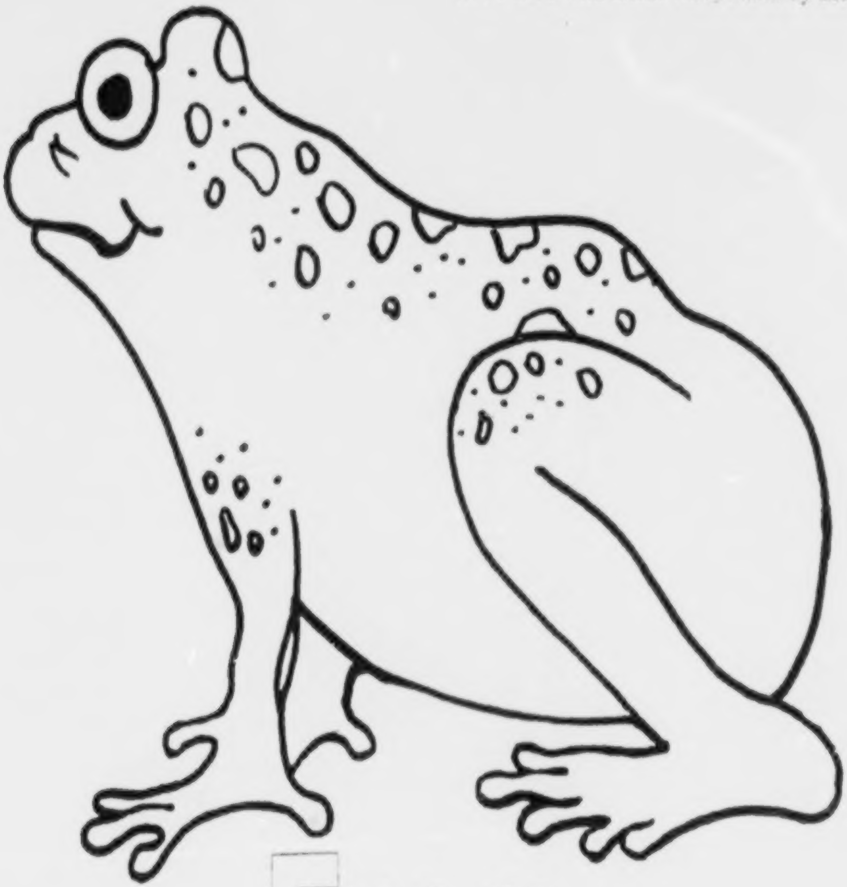
MICHIGAN
Lansing
IOWA
Des Moines
Frankfort
KENTUCKY

To be used with *Snake Alley Band* by Elizabeth Nygaard.



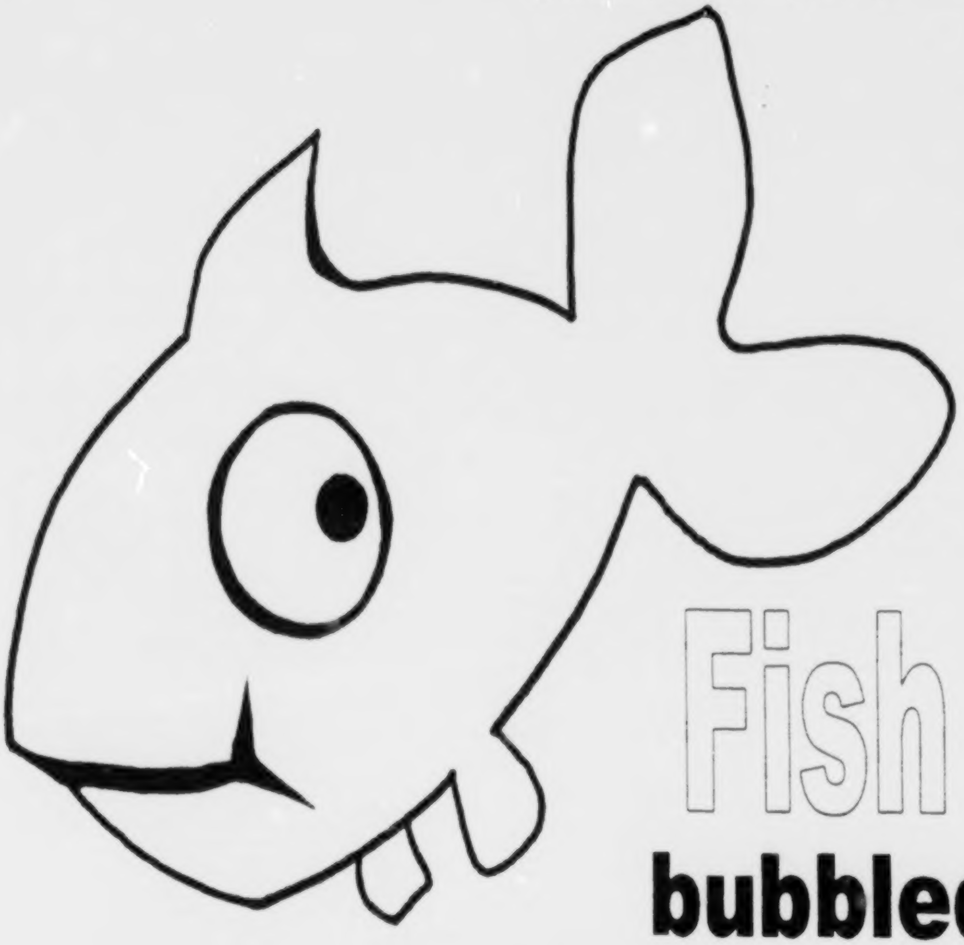
Frog

croaked

Cha-BOP cha-BOP cha-BOP

Cut along dotted lines and tape together to make a headband for each picture.

To be used with *Snake Alley Band* by Elizabeth Nygaard.



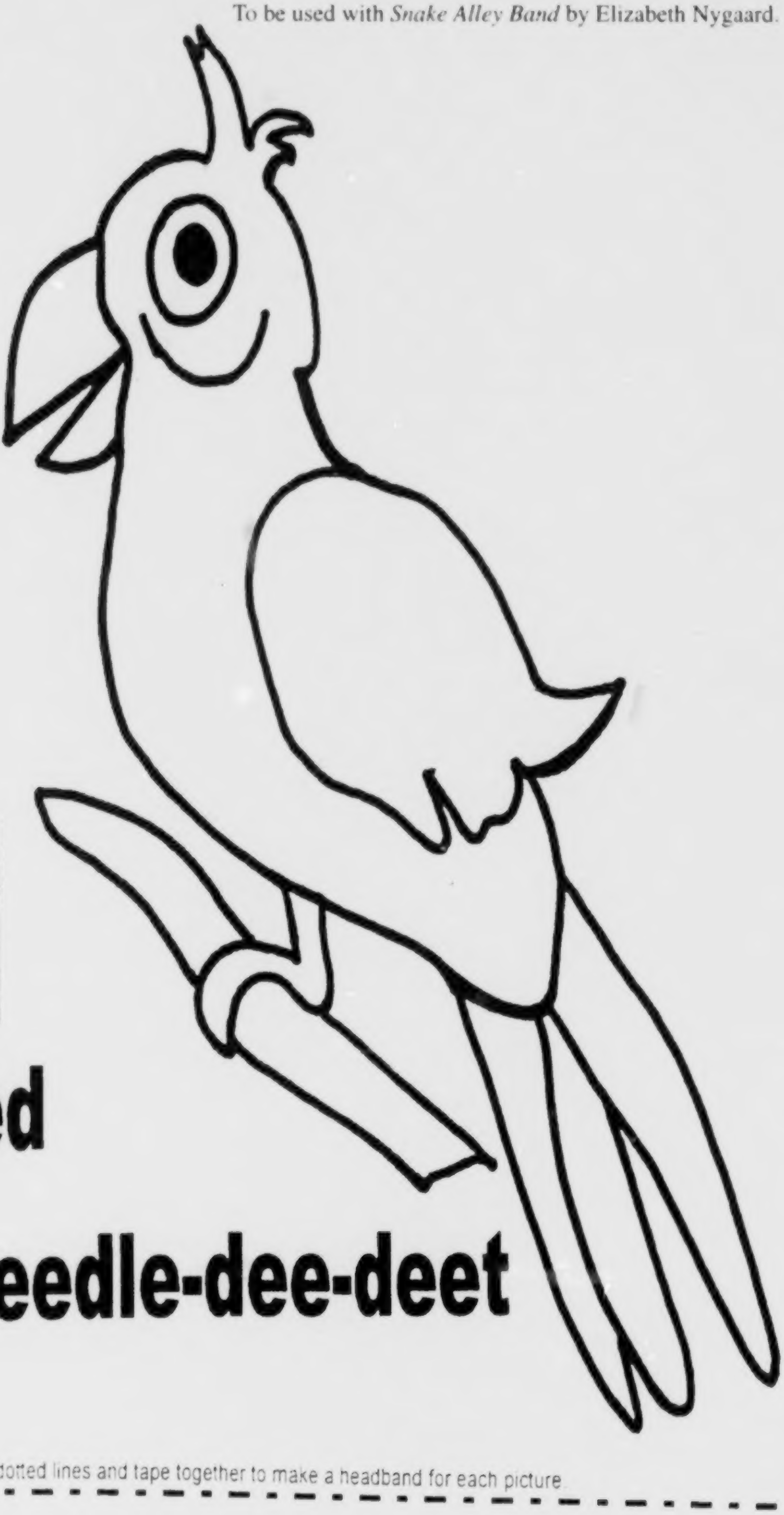
Fish

bubbled

POP-POP-DOO-WOP

Cut along dotted lines and tape together to make a headband for each picture.

To be used with *Snake Alley Band* by Elizabeth Nygaard.



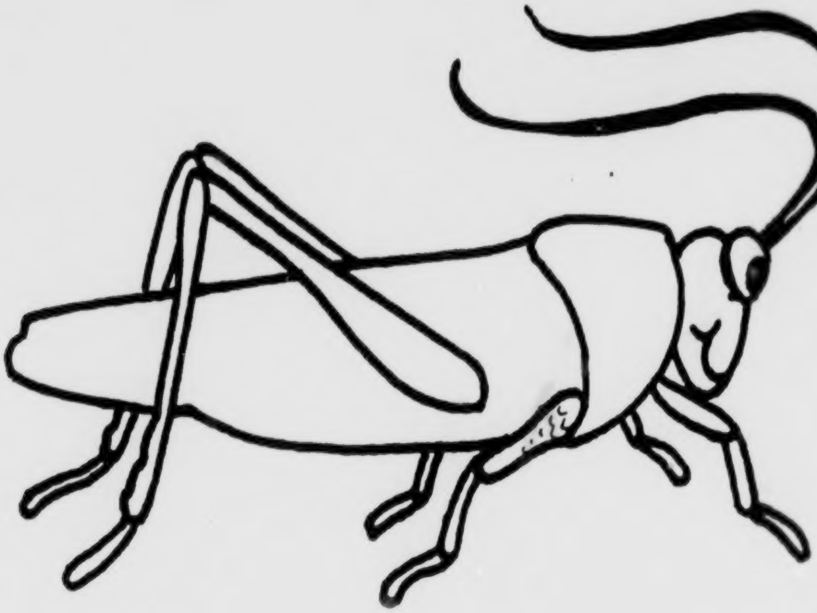
Bird

twittered

Tweet-tweedle-dee-deet

Cut along dotted lines and tape together to make a headband for each picture.

To be used with *Snake Alley Band* by Elizabeth Nygaard.



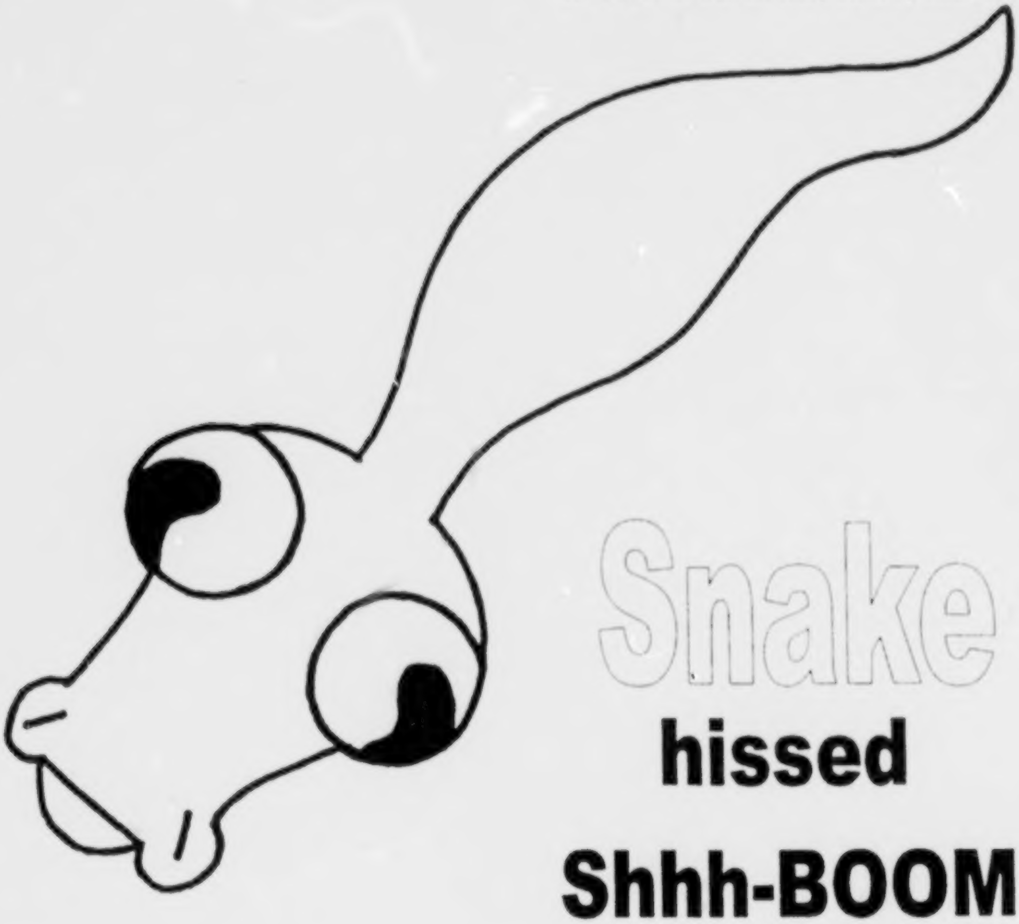
Cricket

chirped

Chew-up chew-up

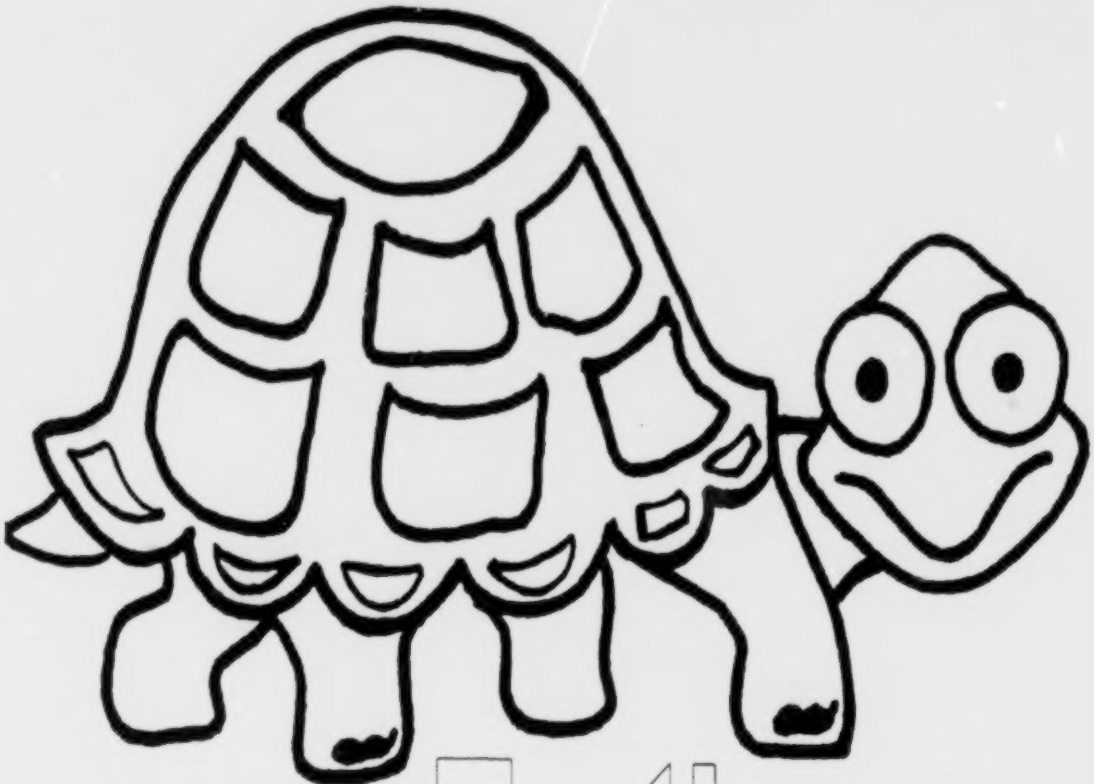
Cut along dotted lines and tape together to make a headband for each picture

To be used with *Snake Alley Band* by Elizabeth Nygaard.


Snake
hissed
Shhh-BOOM

Cut along dotted lines and tape together to make a headband for each picture.

To be used with *Snake Alley Band* by Elizabeth Nygaard.



Turtle

thumped

TA-TOOM TA-TOOM TOOM

Cut along dotted lines and tape together to make a headband for each picture.

"Marble-ous" Ideas

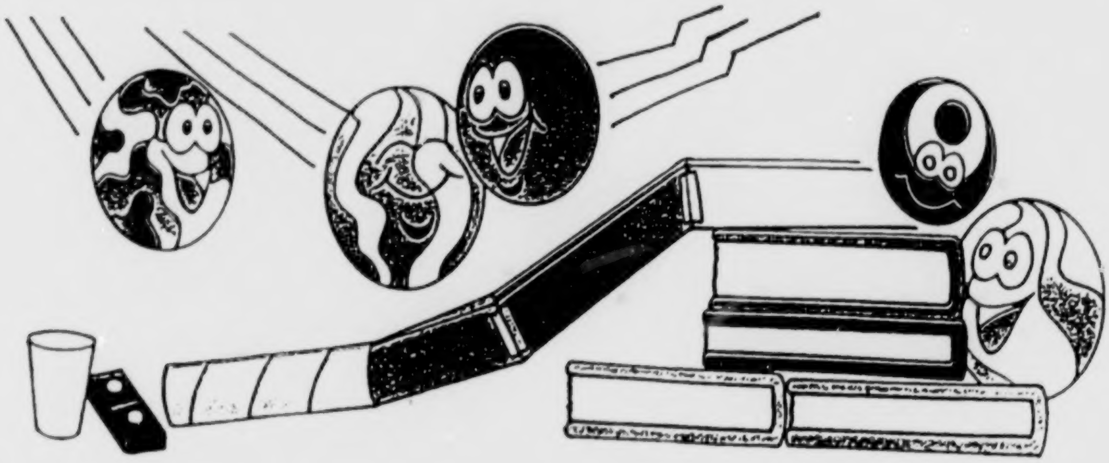
For more great ideas using marbles look in ***The Mailbox*** June/July 1999 issue.

Marble Contraptions

Have some real fun. A marble contraption workshop! This can be done in one day or over a period of several days. The program can end with a demonstration of each contraption, refreshments and even prizes for the most creative contraptions.

First have kids observe as you build a simple marble track. To do this, fold a few strips of tagboard in half, forming a "v" shape, (strips should be at least 2 inches wide) and tape the resulting "chutes" together. Elevate on end of the track to create a slope. Insert the other end of the track into a cardboard tube (toilet paper roll will work). At the opposite end of the tube place a domino and behind it a three-ounce paper cup. Explain to the kids that you hope to drop a marble onto the start of athe track and have it end up inside the cup. Invite their predictions and then test the contraption you've built. Next ask the kids how to improve your contraption. Make adjustments based on their suggestions and retest the project.

Suggested Supplies: Scissors, staplers, making tape, markers, paper scraps, paper tubes, craft sticks, wood blocks, paper cups and of course marbles. You may even ask the participant to bring supplies from home.



Marbleized Masterpieces

Marble art! Here's all you need: marbles, a variety of colors of paint, one plastic cup for each color of paint, plastic spoons for each cup, drawing or construction paper and a sturdy box lid (like from copy paper).

place a few marbles in each cup of paint
lay the piece of paper in the box lid
using a spoon, remove one marble from one color paint
place it on the paper and tilt the lid back and forth, causing marble to leave trails
carefully return marble to paint cup
choose the same (or different) color and repeat the process until desired effect is achieved
when the paint trails dry, these masterpieces can be framed, made into cards-the sky's the limit!

Marble Tournaments!

Young and old have been playing marble games for thousands and thousands of years. To get the lowdown on the history of the game, different types of marbles and playing surfaces, marble lingo, and 101 playing options and activities.Check out **Marbles: 101 Ways to Play** by Joanna Cole and Stephanie Calmenson. New York: Morrow Junior Books, c1998. ISBN 0688122051.

State Name Scramble!

1. iwnnsiosc ____________________
2. Mabaala
3. soldiedahnr ____________________
4. Snepanvaliny
5.ogoner ____________________
6. Fialociran
7. aihwai ____________________
8. Exast
9. saknsa ____________________
10. Gionywm
11. noizara ____________________
12. Hoida
13. ontinucctce ____________________
14. randylam
15. iwoa ____________________
16. Naolarcnitrho
17. irgivnia ____________________
18. Huat
19. osutokdaath ____________________
20. artisignwive
21. iooh ____________________
22. Sentesene
23. ejeswerny ____________________
24. Uacshotrinoal
25. dirfalo ____________________
26. Clonatotahrk
27. wmxennioc ____________________
28. Nnamota
29.daevna ____________________
30. Ewidaare
31. washripemehn ____________________
32. Mnervot
33. rekwony ____________________
34. Riwuwomi
35. usaoilnia ____________________
36. Stahsamsectus
37. oiinllisi ____________________
38. Lamookah
39. raskanas ____________________
40. Aroeggi
41. cihgamin ____________________
42. Teckunyk
43. sakala ____________________
44. Lodoraco
45. enima ____________________
46. Oghswantin
47. smspiispisi ____________________
48. Krasbena
49. dinnaia ____________________
50. nomiestan

Answers to State Name Scramble

1.Wisconsin
2.Alabama
3.Rhode Island
4.Pennsylvania
5.Oregon
6.California
7.Hawaii
8. Texas
9. Kansas
10. Wyoming
11. Arizona
12. Idaho
13. Connecticut
14. Maryland
15. Iowa
16. North Carolina
17. Virginia
18. Utah
19. South Dakota
20. West Virginia
21. Ohio
22. Tennessee
23. New Jersey
24. South Carolina
25. Florida
26. North Dakota
27. New Mexico
28. Montana
29. Nevada
30. Delaware
31. New Hampshire
32. Vermont
33. New York
34. Missouri
35. Louisiana
36. Massachusetts
37. Illinois
38. Oklahoma
39. Arkansas
40. Georgia
41. Michigan
42. Kentucky
43. Alaska
44. Colorado
45. Maine
46. Washington
47. Mississippi
48. Nebraska
49. Indiana
50. Minnesota

Name That Capitol

Put the name of the capitol on the line next to the name of the state

Arizona ____________________

Michigan ____________________

Washington ____________________

New York ____________________

North Carolina ____________________

Texas ____________________

Illinois ____________________

Florida ____________________

Massachusetts ____________________

Oklahoma ____________________

Name That Capitol

Put the name of the capitol on the line next to the name of the state.

Arizona	**Phoenix**
Michigan	**Lansing**
Washington	**Olympia**
New York	**Albany**
North Carolina	**Raleigh**
Texas	**Austin**
Illinois	**Springfield**
Florida	**Tallahassee**
Massachusetts	**Boston**
Oklahoma	**Oklahoma City**

Beach Scramble

Unscramble these things that have to do with the beach.

alpi ______________________________

dans ______________________________

labl ______________________________

tescla ______________________________

econa ______________________________

mulralbe ______________________________

dofo ______________________________

Beach Scramble

Unscramble these things that have to do with the beach.

alpi	**pail**
dans	**sand**
labl	**ball**
tescla	**castle**
econa	**ocean**
mulralbe	**umbrella**
dofo	**food**

Ray and his family are taking a vacation around the United States stopping at different places along the way. On the line next to the place put the name of the state it is located in.

Grand Canyon ______________

Mount Rushmore ______________

Library of Congress ______________

Statue of Liberty ______________

Space Needle ______________

Walt Disney World ______________

Rock and Roll Hall of Fame ______________

Grand Old Opry ______________

The Alamo ______________

Grand Canyon	Arizona
Mount Rushmore	South Dakota
Library of Congress	Washington D.C
Statue of Liberty	New York/New Jersey
Space Needle	Washington
Walt Disney World	Florida
Rock and Roll Hall of Fame	Ohio
Grand Old Opry	Tennessee
The Alamo	Texas

SISTER CITY PEN PALS: Choose a community in Arizona and arrange with the Children's Librarian to have library pen pals this summer. Or, start earlier and contact the library in a community in another country.

CAMPING PROGRAM FOR OLDER CHILDREN: Do you know someone who owns camping equipment? Invite him/her to visit, or borrow the materials you'll need: a backpack filled with camping equipment. It's best to do the program outside where you and the children can set up the tent, lay out the sleeping bag, etc. As you take items out of the pack, explain their use. Buy some freeze-dried food to sample or make instant pudding in a ziplock bag. This program is best done with a small group so that children can have a hands-on experience.

PAPER CHAINS: Help kids make long train, truck, or car paper chains. After they are cut and colored, they make festive decorations.

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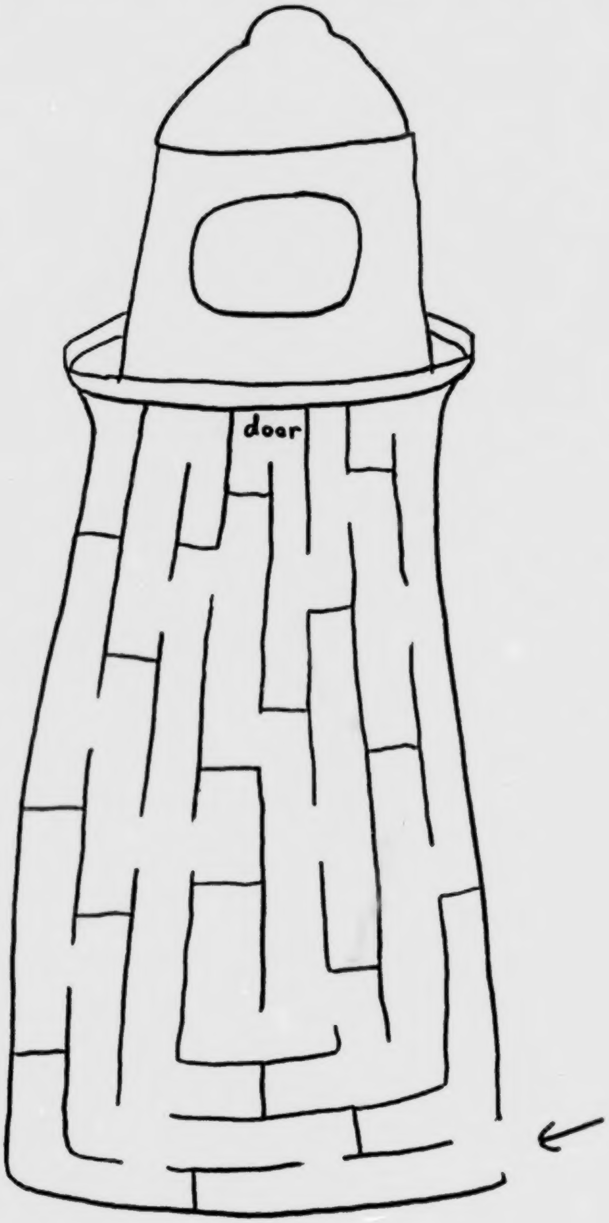

BOOKS AHOY!

Climb to the door to the top of the lighthouse and turn on the light for ships passing by.

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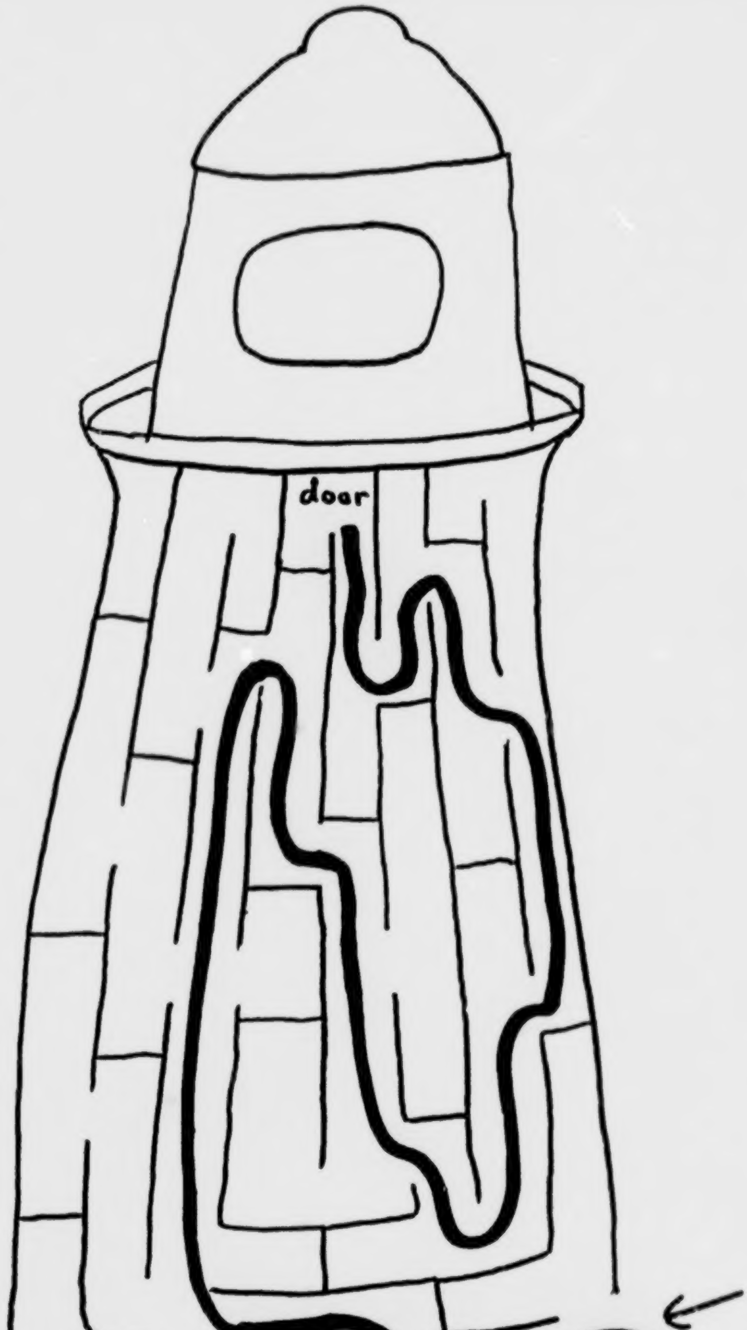


BOOKS AHOY!
Climb to the door to the top of the lighthouse and turn on the light for ships passing by.

This Little Bird
Written by Gail Benton and Trisha Waichulaitis
(sung to the tune of This Old Man)

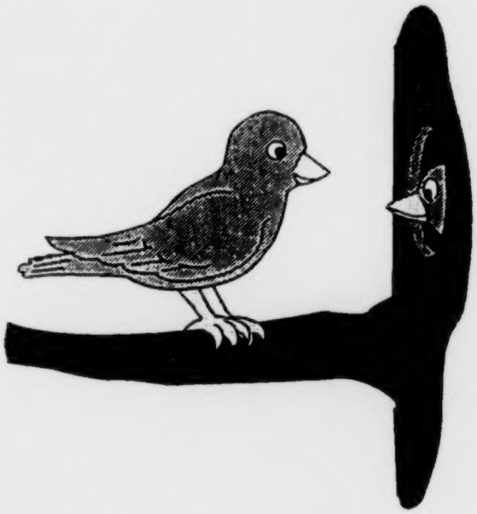
This little bird, began to roam
Looking for a place to call his home,
With a hip hop, flippity flop, now he's on his way
This little bird set off today.

This little bird, he flew north
Rained so hard he zipped back and forth,
With a hip hop, flippity flop, now he's on his way
This little bird flew north today.

This little bird, he flew east
Carrying a knapsack with a feast,
With a hip hop, flippity flop, now he's on his way
This little bird flew east today.

This little bird, he flew south
Holding a suitcase in his mouth,
With a hip hop, flippity flop now he's on his way
This little bird flew south today.

This little bird, he flew west
Found a sunny Arizona nest,
With a hip hop, flippity flop, he's not goin away
This little bird is here to stay.



I HAD AN OLD COAT

A folksong by Paul Kaplan

I had an old coat but the coat got torn, what'll I do
I had an old coat but the coat got torn, what'll I do
I had an old coat but the coat got torn, so I cut it down
And a jacket was born and I sing every day of my life.

In a few years those threads got thin,what'll I do
In a few years those threads got thin, what'll I do
In a few years those threads got thin, so I called it a shirt
and I tucked it in and I sing every day of my life.

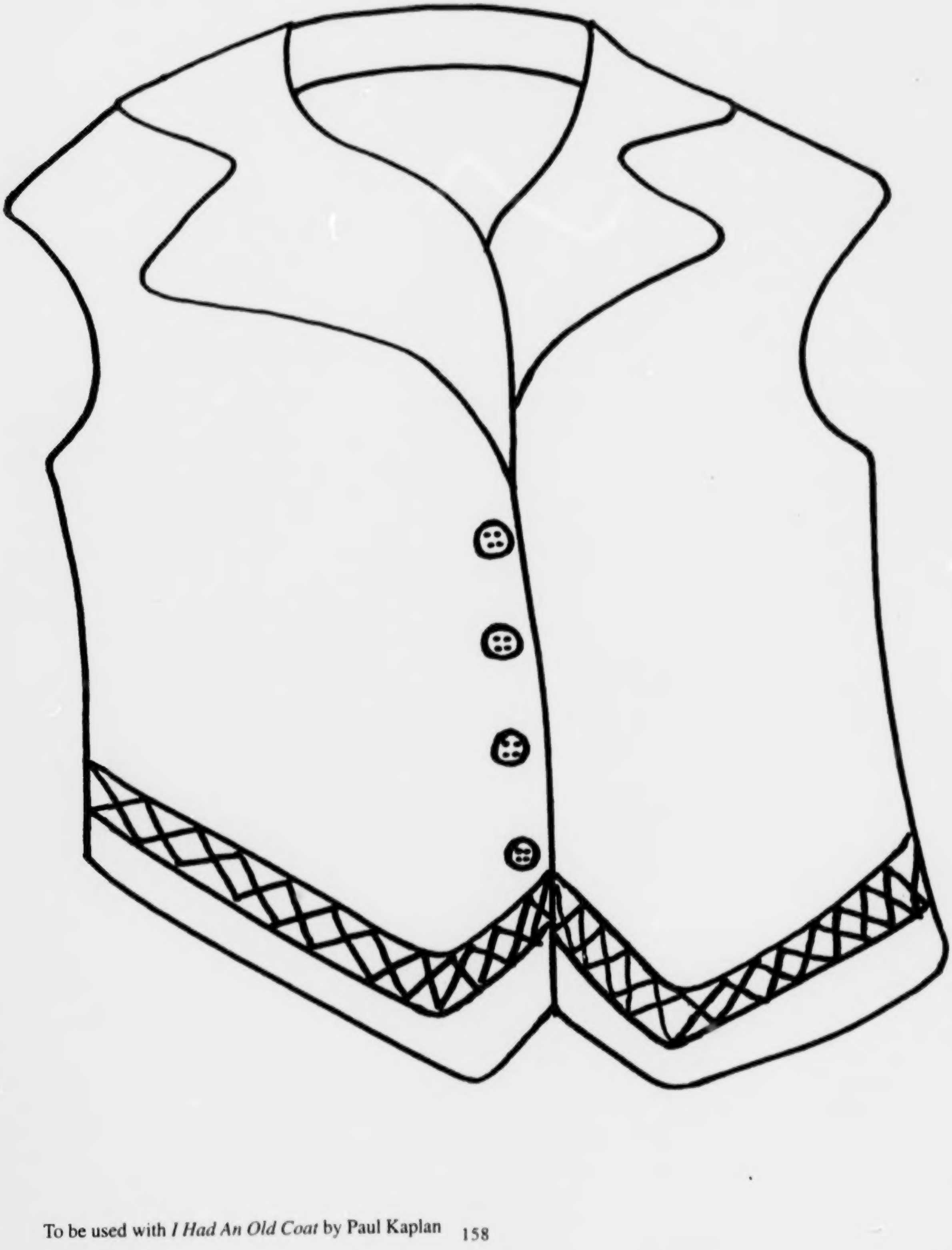
The sleeves wore out in the east and west, what'll I do
The sleeves wore out in the east and west, what'll I do
The sleeves wore out in the east and west, so I pulled them off
and I had a vest and I sing every day of my life.

I stained that vest with cherry pie, what'll I do
I stained that vest with cherry pie, what'll I do
I stained that vest with cherry pie, so I cut and sewed
'till I had a tie and I sing every day of my life.

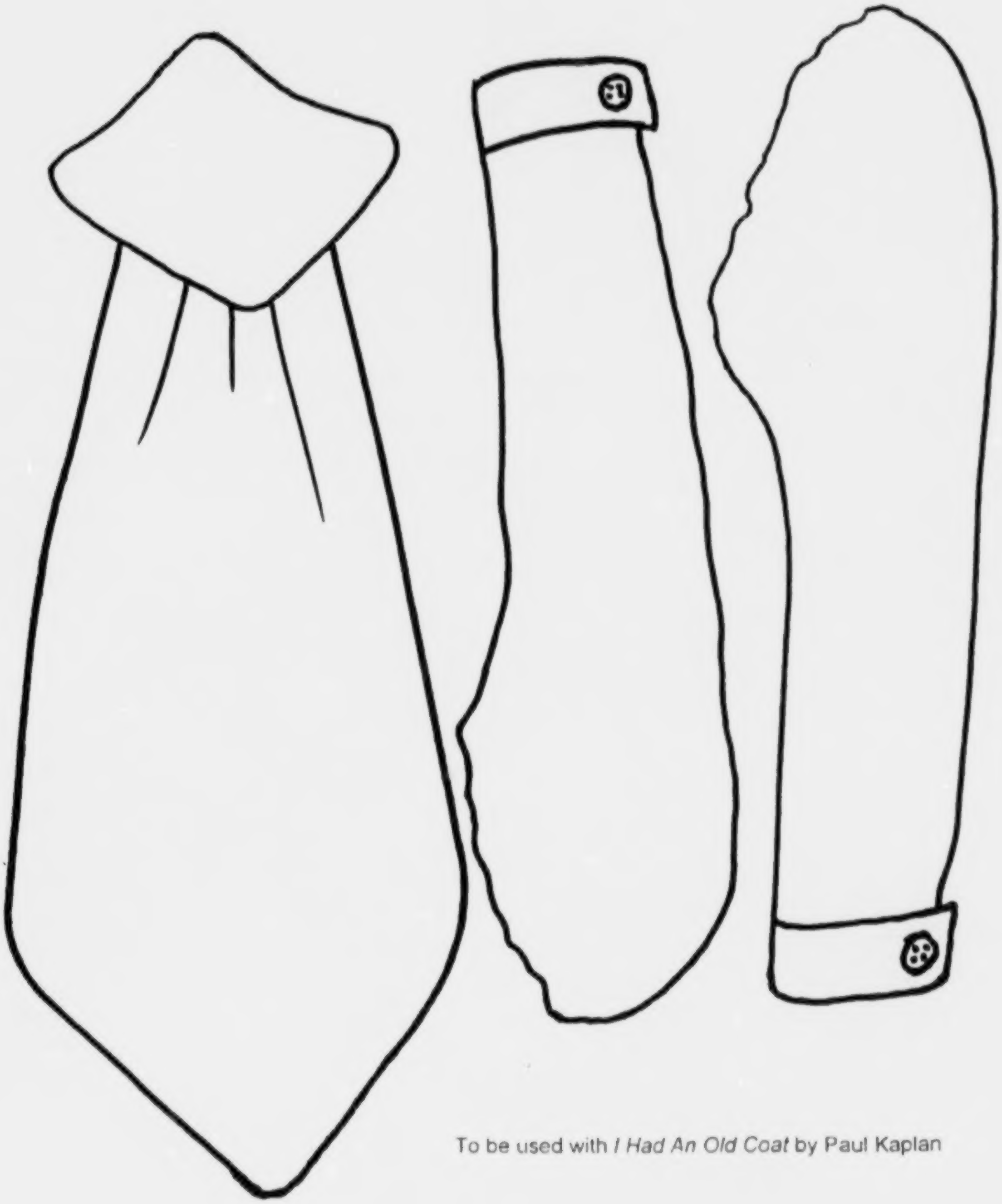
When the tie was lookin' lean, what'll I do
When the tie was lookin' lean, what'll I do
When that tie was a lookin' lean, I made a patch
For my old blue jean and I sing every day of my life.

Now when that patch was next to nothin', what'll I do
Now when that patch was next to nothin', what'll I do
Now when that patch was next to nothin', I rolled it up
Into a button and I sing every day of my life.

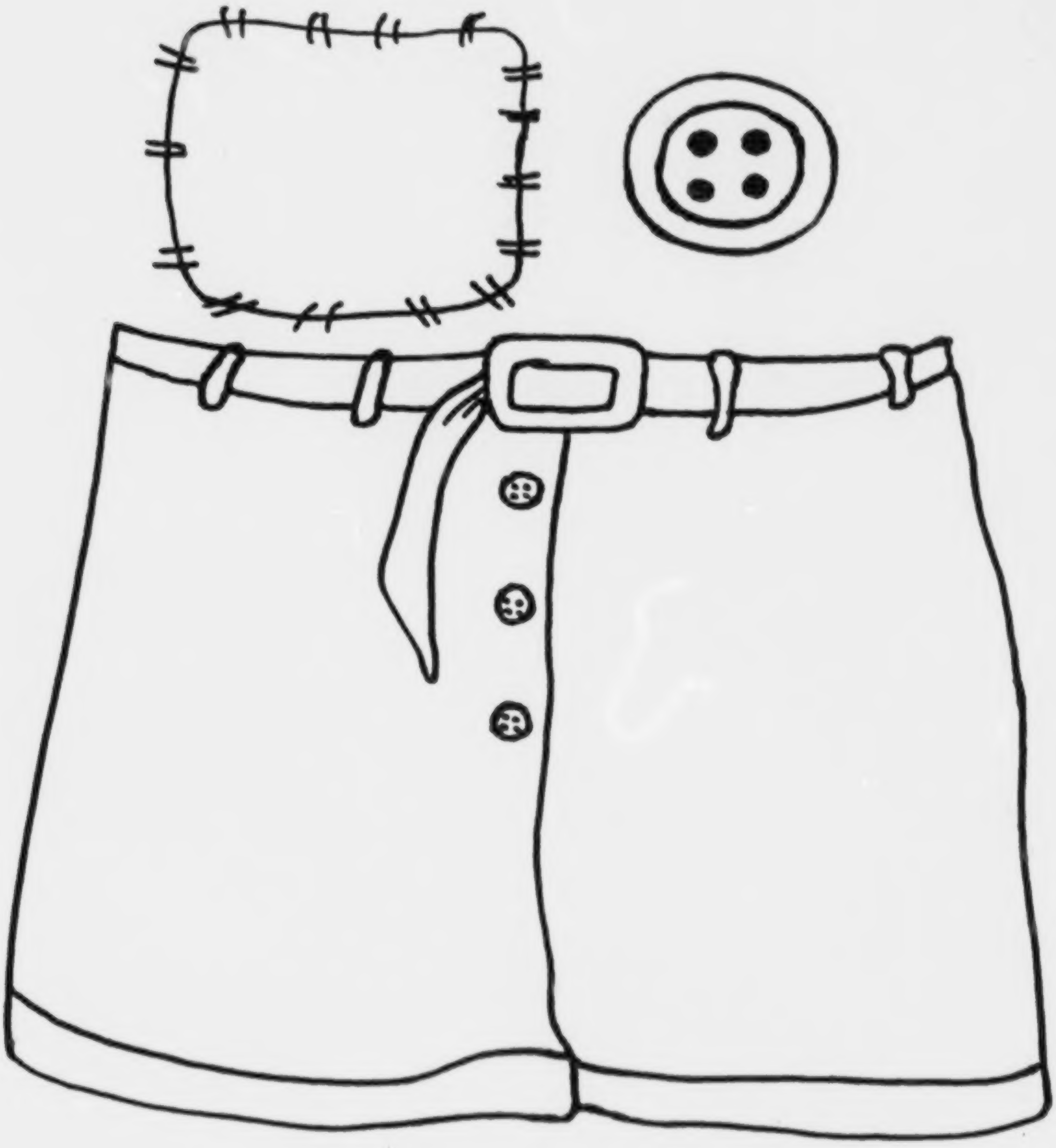
Well, when that button was almost gone, what'll I do
When that button was almost gone, what'll I do
When that button was almost gone, with what was left
I made this song and I sing every day of my life.



To be used with *I Had An Old Coat* by Paul Kaplan

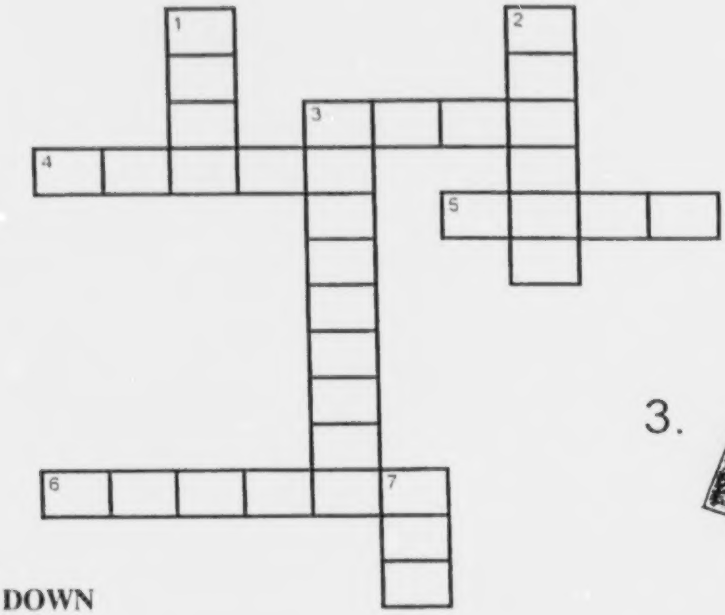


To be used with *I Had An Old Coat* by Paul Kaplan



To be used with *I Had An Old Coat* by Paul Kaplan

I HAD AN OLD COAT
CROSSWORD PUZZLE



DOWN

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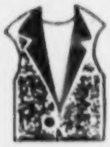

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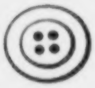

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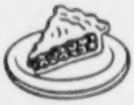

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ACROSS

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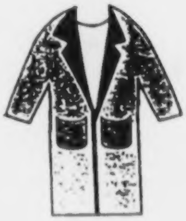

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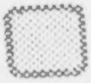

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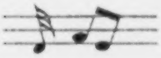

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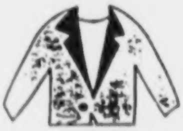
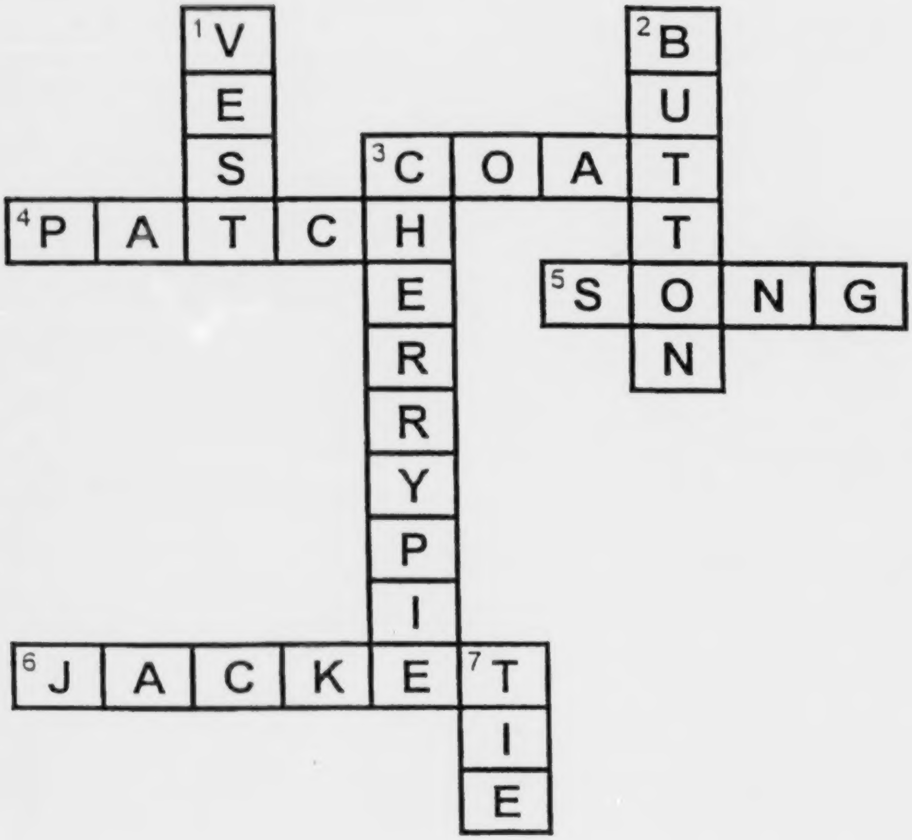


Designed by Gail & Trisha 1999

I HAD AN OLD COAT
CROSSWORD PUZZLE
ANSWERS


1 VEST
2 BUTTON
3 COAT
3 CHERRYPIE
4 PATCH
5 SONG
6 JACKET
7 TIE

SONGS AND FINGERPLAYS:

OCEAN SHELL

I found a great big shell one-day.	(hold hands cupped as if holding-large shell)
Upon the ocean floor.	
I held it close up to my ear.	(raise hands to ear)
I heard the ocean roar!	
I found a tiny little shell one day.	(one hand cupped as if holding a tiny shell)
Upon the ocean sand.	
The waves had worn it nice and smooth.	(pretend to roll shell between palms of both hands)
It felt nice in my hand	

I WALKED TO THE BEACH

I walked to the beach-	(swing arms, walk in place)
And what did I see?	(hand over eyes, looking)
A lot of little fishes,	(hands together, move like a fish)
Looking at me!	(point to self)
I jumped into the water,	(jump)
And splashed all around!	(palms down-splashing motions)
The fishes swain away,	(hands together, move like a fish)
And didn't make a sound!	(fingers to lips)

ON A DAY AT THE BEACH

This is the way we put sunscreen on,	(to the tune of "Here we Go Round the Mulberry Bush")
Sunscreen on, sunscreen on.	
This is the way we put sunscreen on.	(act out each verse)
On a day at the beach	
This is the way we find the seagulls,	
" " dig in the sand,	
" " Go for a swim,	
" " toss a frisbee,.	
" " eat our lunch,	
" " build a sandcastle, etc.	

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Title of Program: Pirates on the High Seas! **Age:** Preschool, Primary

Length: 1 hour

Contributor:
Robin Ann Jones
Bainbridge Library
17222 Snyder Road
Chagrin Falls, Ohio 44023

Supplies: Drawing pad or chalkboard, CD, tape, or record player, pirate decorations. If you have a Long John Silver's restaurant in your neighborhood, perhaps they could donate hats for the children to wear.

Program Description: Create a storytime program that lets your imagination set sail with stories, songs, and fingerplays about pirates and the pirate's lifestyle.

Fingerplay:

Captain of the Pirates
I'm a fierce pirate *(brandish sword or dagger)*
Captain of my ship.
I stride the deck *(walk in place)*
With hand on hip. *(hands on hips)*

Our big black flag
Shows a skull and bones. *(cross hands over chest)*
When other ships spy us, *(hand over eyes, or pretend to look through telescope)*
Everybody moans! *(throw up hands and moan)*
Out of the hold
Dark and dank, *(climb ladder with hands)*
We bring the captive *(hands tied behind back)*
Who walks the plank! *(walk fingers of one hand off index finger of other hand)*
With our gold and silver,
Away we go
With many a SHOUT *(cup hands around mouth)*
And a YO-HO-HO! *(say loudly)*

Use any of the following sources of music for your program:

Smith, Gary *The Happy Pirate*
Harley, Bill. *Big World*
Disney, Walt *Children's Favorite's 2* (features "Sailing Medley")

Sea to Shining Sea

Ideas for older children:

- Ask kids to pretend they have met an alien and need to teach them about life in the United States. Create a collage that would teach the aliens about the American Culture.
- Scavenger Hunt - Divide participants into several groups. Give each group a region of the United States to explore. After the groups have found information (ie - temperatures, famous landmarks etc.) ask them to create a story about their region. This can be used to teach about basic library skills and an opportunity for creative writing.
- Make models of famous landmarks out of newspaper and recycled cardboard. Can be as simple or complex as time allows.

* Have children create a new license plate for our state or any other in the US.

STUFF WITH A STRING

Idea for "tin can fiddle" taken from Sound Science by Etta Kaner Addison-Wesley; c1991. ISBN 0-201-56758-X

Tin Can Fiddle

You will need:

- can opener
- large juice can (empty)
- nail
- hammer
- heavy string (enough to reach from the floor to the middle of your thigh.)
- small wooden dowel or pencil

Remove the lid if it's still attached.

Using the nail, punch a hole in the middle of the bottom of the can.

Thread the string up through the hole and tie a large knot in the end.

Pull the remaining string through the hole and tie the wooden dowel (or pencil) to the other end.

To play:

- place the can on the floor put your foot on top of the can to hold it in place
- Hold the pencil in your hand, making sure the string is straight up and down
- Pluck the string with your finger.

CUP POPPER

You will need:

- 18" piece string
- styrofoam cup

Tie a loop in each end of the string. Next tie large knots at ½" intervals. This is only an approximate measure. Poke a small hole in the bottom of the cup and thread one looped end through.

Hold the styrofoam cup in one hand and slowly pull the string through the hole. This will produce a "popping" sound.

MORE JUG BAND INSTRUMENTS

PIE PLATE CYMBALS

You will need:

- 2 disposable aluminum pie tins
- 2 small wooden knobs
- 2 screws
- pencil or nail

Using a nail or pencil, make a hole in the center of each pie tin. Attach knob, with screw, to the outside of each pie tin.

To play:

- Hold cymbals by knobs and bang away!

STRING INSTRUMENT

You will need:

- milk carton or shoe box
- several rubber bands of varying sizes
- scissors

Cut a round hole approximately 3" in diameter in one side of the milk carton or lid of the shoe box.

String rubber bands around the length of box Approximately ½" apart.

Secure rubber bands with heavy tape.

To play:

- Hold instrument on lap and strum or pluck.

TRIANGLE

You will need:

- wire clothes hanger
- rubber band or 6" piece of string
- spoon

Tie string into a circle and slip on to hanger's top (or rubber band). This will form the handle.

To play:

- Hold hanger by handle.
- Strike hanger with spoon.

More ideas for noise makers!

String an assortment of kitchen utensils on heavy cord and strike with metal spoon. **OR** Place several keys on a string and shake. **OR** Fill and empty tin can with small pebble or marbles, seal shut and shake. **OR** Pan lids banged together.

HARVEST CORN DOLLIES

Information taken from the following internet site: OCPA Homepage – Classroom Resources
Ontario Corn Producers' Associations
90 Woodlawn Road, West, Guelph, Ontario, N1H 1B2, Canada

In England, where corn refers to any grain, such as wheat, rye or oats, good luck harvest figures called corn dollies are made each year. You can make your own from corn.

FOR YOUR CORNHUSK FIGURE YOU WILL NEED

- Corn husks, fresh or dried, about 6-8 pieces. (NOTE: If you are using dried husks, soak them in water to soften them. Fresh husks need no special preparation.)
- String
- Cotton balls, about 4
- Scraps of cloth, yarn, beads, and pipe cleaners (optional)

Step 1: Take a strip of husk and place a few cotton balls in the middle, twisting and tying it with string to make a head.

Make some arms by folding another husk and tying it near each end to make hands. Slip the arms between the husks that extend under the head. Tie the waist with string.

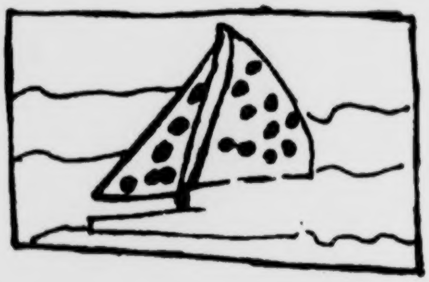
Step 2: Arrange enough husks around the figure's waist so that they overlap slightly. tie them in place with string.

Step 3: Fold the husks down carefully. For a woman wearing a long skirt, cut the husks straight across at the hem. To make a man, divide the skirt in two and tie each half at the ankles. Let the figure dry completely.

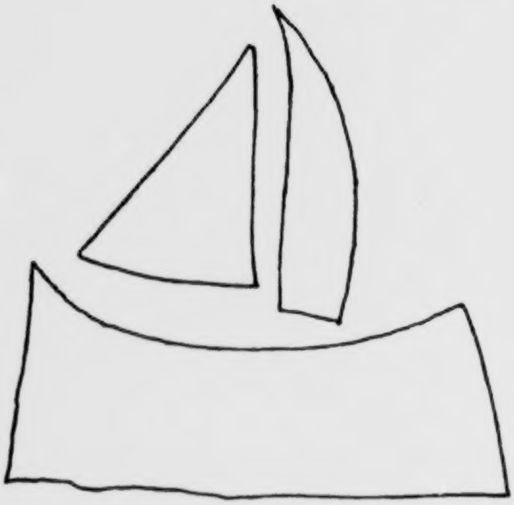
Step 4: You can leave your figure as is, or give it a face, hair, or even some fancier clothes. Use a fine-tipped marker to draw facial features. Glue some fuzzy yarn on for hair. Add some tiny beads for buttons, and bits of fabric for aprons or vests. A pipe cleaner staff or cane will help the man stand upright.

QUICK TRIP-CRAFTS

MOSAICS: Materials-Cardboard or poster board, glue, and small piece of colored paper or tissue paper. Draw an outline of a ship, rocket, car, or other object on the cardboard /poster board. Glue small pieces of paper into the outline shape.



WHITE SAILS: Materials - Tissue paper (light blue. dark blue, green, white), liquid starch, white paper, paintbrush. Brush liquid starch over white paper and cover with tissue paper, light blue at the top for the sky and dark blue and green at the bottom for the water. While background is drying cut out white sailboat shapes from white tissue paper and then glue to background.



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QUICK TRIP CRAFTS

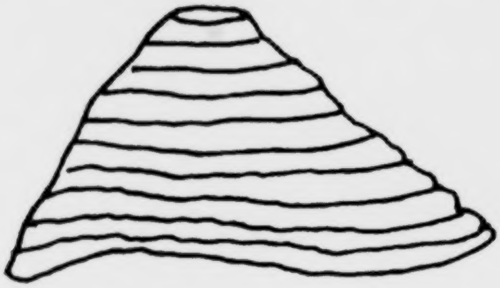
FELT TRAVEL BOX: Materials - Felt, glue, magazines, and scissors. Cut a piece of felt to fit the inside of a shoe box lid. Glue the felt into the lid. Cut out pictures from magazines that have to do with travel, other regions of the U.S., etc. Glue the pictures onto the felt

PAPER TOWEL AIRPLANE: Materials - 2 empty paper towel rolls, 1 toilet paper roll, 3 ice cream sticks, glue, crayons, ruler, scissors, pencil. Measure 3" from one end of one paper towel roll and mark with a line. Measure 2" from line and draw another line. Make a slit where second line is drawn and insert second paper towel tube in slit, glue in place. For the tall cut a slit on each side of the end of the first tube and insert toilet paper roll, glue in place. Glue together 2 ice creams sticks into an X, glue to front of plane for propeller. Color plane with windows, people. etc.

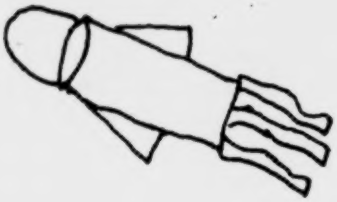
HALF-GALLON BUS: Materials--Half-gallon cardboard milk carton, scissors, tape, glue, construction paper, markers, cardboard. Open top of milk carton, trim flaps, and close with tape. Cut out pieces of construction paper to decorate carton, and glue on. Color covered paper with markers, draw people, windows, signs, etc. Cut out wheels from cardboard and glue to carton.

FANTASY MAPS: Create a fantasy island. Draw a map outline on a large piece of cardboard. Use yarn, glitter, crayons, markers, paper, material and other materials to create mountains, streams, roads, etc.

MOUNTAIN LANDSCAPE: Make a contour model of a mountain out of styrofoam or thick cardboard. First trace each contour line on a piece of paper, number each one in order. Trace or cut along each line on the styrofoam or cardboard, keep sections in order. Glue the sections together, from bottom to top, to create the 3-dimensional model.



ROCKET WINDSOCK: Materials--12x18 piece of construction paper, stapler, streamers, glue, scissors, cotton, glitter, paper punch, yarn. Roll the construction paper into a tube with the 12" sides overlapping (one inch). Staple the tube down the side. Cut 12" lengths of streamers.Glue the streamers around the bottom edge of the tube, so that they hang down. Decorate the rocket with glitter, paper. etc. Punch two small holes at top and string with yarn for hanging.



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QUICK TRIP PROGRAMS

EXPANDING HORIZONS: Consider a program that runs 6-8 weeks in 2-week segments. Every segment focuses on a new theme, starting with local, Statewide activities and games, USA, then international activities and games. This approach gives children who have been away the opportunity to start at the beginning several times over the summer.

For younger children:

CANDY TRAIN: Use a packet of stick gum, still wrapped, and/or one roll of life savers for the body; wrapped fruit candy for wheels; a kiss for the smokestack; a caramel for the cabin.

MAKE A SHIP: Use blue construction paper, 1/2 paper plate, a straw, glue, and paper shapes. Design a ship and glue it to the paper.

MAKE A SUITCASE: fold brown paper in half and cut in the shape of a suitcase. Have children "open" the suitcase and pack it with pictures of clothes they have chosen and cut out of old catalogs.

TRANSPORTATION DAY: Invite community individuals who have access to unusual modes of transportation to visit and park their vehicles near the library. Invite children to visit, view and explore. This program works well as a Heavy Equipment Day, too.

DRAMATIC PLAY TRAVEL CENTER: Use scissors; a medium to large appliance box crayons or markers; paint, foil, or fabric scraps; cardboard blocks; construction paper; a hole punch. foil trays. Open the box to form a 3-sided screen. Cut one large window from each panel to make a windshield. Use decorative materials to fashion an instrument panel inside the box. Possibilities include a train, bus, taxi, helicopter and boat.

THE GREAT TRANSPORTATION RACE: Each child colors and cuts from light cardboard a mode of transportation. These could already be cut out if the group is very young. Punch a hole in the top of each. Tie a length of string fairly low on a table leg, and then thread the end through the hole in your piece. Use a jerking motion with the string to race your piece to the finish.

For **older children:**

SOAP BOX DERBY: Contact the local cub scout leader to run a soap-box derby at the library.

SCAVENGER HUNT, WITH THANKS: Add a twist to the traditional scavenger hunt by giving hunt participants an opportunity to thank the store owners they visit on their search. Children receive tickets which read: "Thank you for supporting **Read: from Sea to Shining Sea** at the library." Add a space for the child's name and phone number. As young people visit for the hunt, they leave a ticket. The merchant collects the tickets in an envelope, which you collect at the end of the hunt or week. Use the collected tickets to select the winner of a raffle.

LITERARY SCAVENGER HUNT: Participants who read from a list and correctly answer scavenger hunt questions become eligible for prizes through a drawing. A great opportunity to cooperate with local schools to compile literary choices that are fun and worthwhile. Questions can be directed to a group of grades (3-4 or 5-6), or by single grade if the budget allows for more prizes.

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Title of Program: A Whale of a Tale!

Age: Family
Length: 1 Session

Contributor: Penny McGinnis
Lynchburg Branch Library

Supplies: For the pictures, you will need paint (poster or watercolor), paint brushes, water, paper towels, white paper. An option would be to use shaped sponges for sponge painting. For the poetry, you will need paper, pencils or fine tip markers, if you want them to be colorful.

Program Description: Introduce your program by talking about whales, where they live, what they eat, different kinds, etc. Have a selection of books, both fiction and non-fiction, on display. Share the stories ***All I See*** by Cynthia Ryland ***and I Wonder If I'll See a Whale*** by Francis Ward Weller. After sharing the story, break off into two groups. For younger children (ages 6-8), have them pretend they are the main character in the book ***All I See*** and paint pictures of whales or use the shaped sponges to make whale prints. For older children, have them try their hand at writing cinquaine poetry. Ask them to think about the story ***I Wonder If I'll See a Whale*** as they prepare to write. Explain that a cinquaine poem has 5 lines and is a very brief form of poetry. Line 1 consists of a noun, which introduces the poem. Line 2 is two adjectives describing the word used in Line 1. Line 3 is three verbs describing the actions of the topic in Line 1. Line 4 is a four-word phrase about the topic. Line 5 repeats the word in Line 1. Use the form provided that will help them along with their writing. Once all painting and writing are done, display the creations for everyone to see.

Title of Program: Rainbow Fish

Age: Primary, Intermediate
Length: 45 minutes

Contributor: Judi Ferrone
The Wagnalls Memorial Library
Lithopolis, Ohio

Supplies: Clear nail polish, black construction paper, various colors of construction paper, aluminum pan.

Program Description: Fill a flat aluminum pan with water. Drop several drops of clear nail polish on the surface. Bend sheets of paper into a V-shape, letting the center hit the water and letting the sides down until they touch the water. Lift the paper out and let it dry. Cut the iridescent paper into small squares and glue as scales onto a fish shape.

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PROGRAMS FOR BOOKS AHOY!

BUBBLE PROGRAM

Plan a day of playing with bubbles, using some of the following ideas:

Bubble Solution 1: fill the bottom of a shallow pan with ½ inch water. Add 3 or 4 squirts of a liquid dishwashing detergent. Mix the solution gently so as not to make a lot of suds. Add a small amount of glycerin (available at most drugstores).

Bubble Solution 2: Two-thirds cup liquid detergent - Dawn, Joy, and Ajax work well. Add water to make one gallon. Add one-tablespoon glycerin (optional). Allow solution to sit in an open container for at least one day before use. If you have time, allow the solution to sit for five days. Letting the solution age makes it work better.

Bubble Solution 3: 6 cups water, 2 cups Lemon Joy dish detergent - produces clear, rainbow-colored bubbles. 1/4 cup clear white Karo syrup-holds bubbles together.

Experiment with different kind of bubble makers. Possibilities include:

cookie cutters
drinking straws
plastic six pack holder
your hands
coat hangers or wire bent into a circle or other shape
plastic berry baskets

Be sure to do these programs outdoors so there's no problem with spills and broken bubbles. Let children try bubbles with different blowers, and then have a bubble blowing, contest.

CHARTS

Make up charts of imaginary trips based on THE AUTHORIZED AUTUMN CHARTS OF THE UPPER RED CANOE RIVER COUNTRY by Peter Zachary Cohen (Atheneum, 1972). Challenge kids to chart different courses for the trips described in the book, or to create ones of their own. The book's outrageous directions that are delivered with total deadpan humor are sure to capture kids' imaginations.

Used with permission from "*1998 Books Ahoy!*", Vermont Department of Libraries, P. 41.

POPSICLE STICK RAFT

Have children construct a raft (or boat) out of popsicle sticks. No limit on size, design, how it's constructed (glue, string, paint). Sail them in a race, test them in a tub of water to see whose floats.

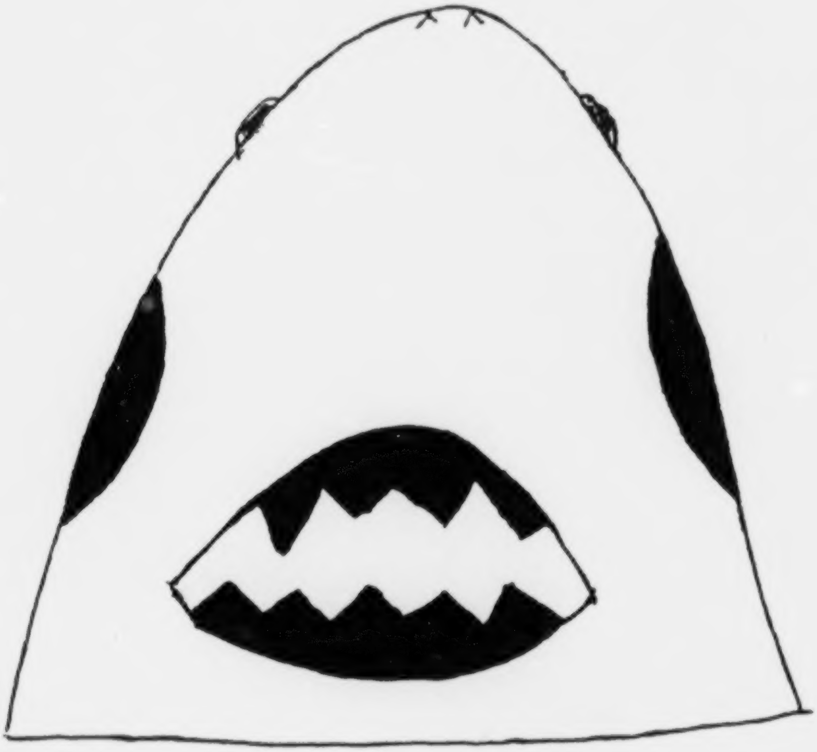
- *Shelley Best, West Hartford Library, Vermont*

THREE MEN IN A TUB

Make three men in a tub by cutting half a sponge into three pieces. The sponge pieces are the men, so add faces and other features as you want. For the tubs use a spray can lid.

JAWS

Fold a piece of cardboard in half. Trace a shark's head outline like the one below with the bottom on the outline of the fold. Cut out the head and glue it to a piece of blue paper, or paper with waves painted on it.



Used with permission from "*1998 Books Ahoy!*, Vermont Department of Libraries, P.49.

Title of Program: Yo Ho Ho and A Bottle of Milk

Age: Primary
Length: 1 hour

Contributor:

Robin Ann Jones
Bainbridge Library
Chagrin falls, Ohio

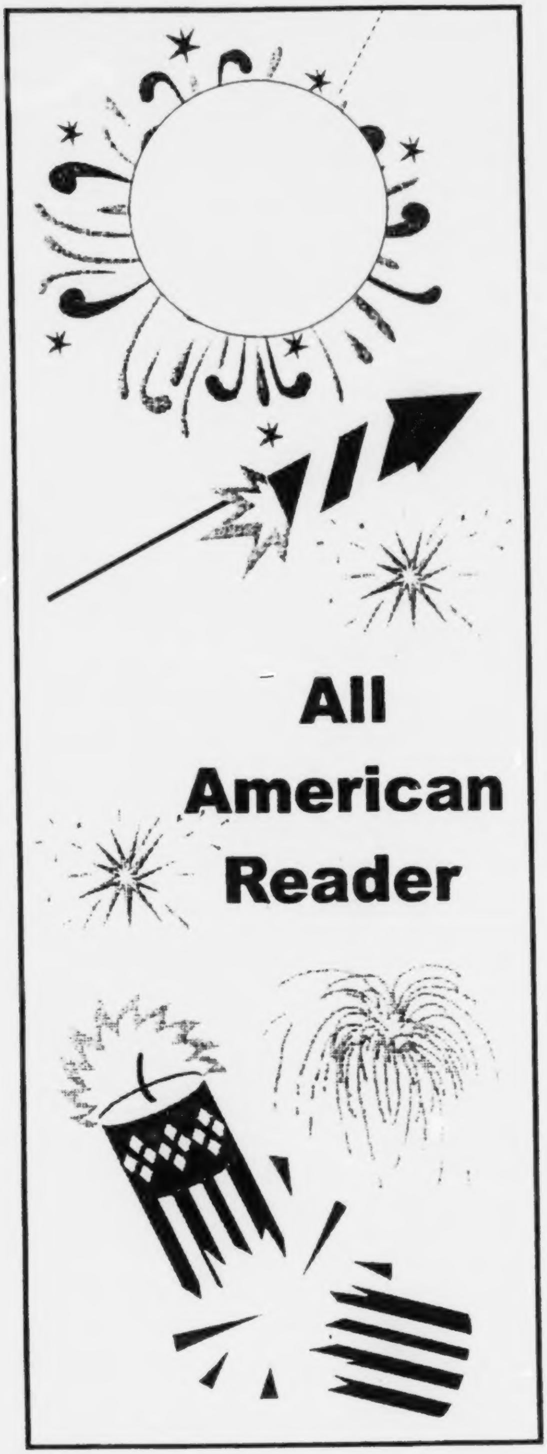
Supplies: 2 small 6" paper plates (2 per child), red and black construction paper, white, blue, and orange round stickers, black markers.

Program Description: Cut one paper plate in half. Staple half to the face of a whole paper plate. Fold top of the whole plate over so that there is a pocket for your fingers. Using the patterns provided, cut out a hat, eye patch, and tongue. Using the white stickers, make spots on the hat. Fold hat on fold line and glue or staple to the top of the whole plate. Stick eye and nose into place. Glue on eye patch and glue the tongue in the mouth. Using the black marker, draw in a mustache following the grooves on the plate.

Books to Share:

Burningham, John. *Come Away From the Water, Shirley*
Carryl, Charles. *A Capital Ship: or, The Walloping Window-Blind*
Dewey, Ariane. *Laffite, the Pirate*
Dyke, John. *Pigwig and the Pirates*
Faulkner, Matt. *The Amazing Voyage of Jackie Grace*
Ginburg, Mirra. *Four Brave Sailors*
Haseley, Dennis. *The Pirate Who Tried to Capture the Moon*
Hayes, Geoffrey. *The Mystery of the Pirate Ghost*
Hutchins, Pat. *One-eyed Jake*
Keats, Ezra. *Maggie and the Pirate*
Kessler, Leonard. *The Pirates' Adventure on Spooky Island*
Kroll, Steven. *Are You Pirates?*
Peppe, Rodney. *The Kettleship Pirates*

Used with permission from 1998 "*Drop Anchor in a Good Book*", State Library of Ohio, P 168-169.


All
American
Reader

All
American
Reader

Jan Irving's book includes fingerplays, participation stories, flannel board stories, and songs on boats and ships.

Books to Share:

Allen, Pamela. I *Wish I Had a Pirate Suit*
Dewetm, Ariane. *Laffite, the Pirate*
Farber, Erica. *Pirate Soup: Mercer Mayer's Critters of the Night*
Hayes, Geoffrey. *The Mystery of the Pirate Ghost*
Irwing, Jan. *Full Speed Ahead*
MacDonald, M. *The Pirate Queen*
Mahy, Margaret. *The Man Whose Mother Was a Pirate*
Ryan, John. *Pugwash and the Buried Treasure: A Pirate Story*
Scarry, Richard. *Pie Rats Ahoy!*
Sharrat, Nick. *Mrs. Pirate*
Thompason. *Draw and Tell*

ACKNOWLEDGEMENT: E. Karen Beaty, Beavercreek Community Library

Used with permission from "*Drop Anchor in a Good Book*", State Library of Ohio, P. 119.

Summer Reading for Young Adults

Young adults, ages 12-18, or in grades 7-12, are generally not included in youth summer reading programs unless they participate with the younger age group. Adolescents often lose interest in reading and library use if they are not encouraged as they move away from the Children's Room. They need a special reading program specifically geared toward teen interests that will promote reading and get them to use the library on their own. Many libraries have had successful programs for this age group judging by positive feedback from Arizona libraries that have done programs and by articles appearing in professional literature. (See bibliography for a selected list.)

I. General Goals and Objectives

A. To promote reading and library use among teens by
    1. offering incentives.
    2. providing programs for fun and information.
    3. creating booklists and bibliographies of interest.

B. To increase young adult participation in the library by:
    1. offering volunteer opportunities to work in the library.
    2. asking teens to help in the planning and production of programs and activities for their peers.

II Establishing a Young Adult Programs

A. Establish a Theme
    1. Must be appropriate to the age group. Talk to teens themselves and be conscious of current trends in selecting a theme. Read current teen magazines to gather ideas.
    2. It is preferable to coordinate the teen theme with the juvenile theme, if possible.

B. Design a Program
    1. Devise a procedure and rules to log reading by:
        a. Pages read
        b. Minutes read
        c. Book reviews (entered onto computer or kept in file for peer reader advisory).
        d. Other; use your imagination!

    2. Decide upon appropriate incentives for teens.
        a. Fast food coupons.
        b. Theme park passes.
        c. Record, video, bookstore gift certificates.
        d. Shopping mall gift certificates.
        e. Bowling, batting, video arcade, skating passes.
        f. Clothing and jewelry.
        g. Hair care salons.
        h. Books and posters.

    3. Decide how purchased or donated incentives will be given out:
        a. Upon registering.
        b. As they turn in reading logs.
        c. Weekly drawings.
        d. Grand prize drawing.
        e. Some/all of the above.

4. Activities:
    a. Must be appropriate to the age level.
    b. Possible choices:
        - Baby-sitting workshop
        - College Financial Aid
        - SAT Preparatory Workshop
        - Sexuality information for parents and teens
        - Junior High preparation/introduction
        - Science fiction/fantasy illustration
        - Role playing games or events: medieval crafts, costumes, swordplay
        - Contests/puzzles that tie into theme.
        - Cartooning
        - T-shirt design
        - Art shows
        - Career exploration
        - Creative writing
        - Grooming and fashion
        - Calligraphy
        - Sign language
        - Talent shows
        - Baseball card collecting

III Budget

A. Locate Sponsors to help with funding:
    1. Friends of the Library
    2. Corporations and community businesses
    3. Grants
    4. Library budget
    5. Combination of above

B. Minimize Expenditures
    1. Incentives
        a. Ask businesses to sponsor the program by giving coupons, gift certificates, or merchandise.
            a1. Local businesses are usually more responsive than large national chains.
            a2. Start early - sometimes it takes a few months to get a response.
            a3. Donations should be acknowledged in publicity wherever possible.
            a4. Consider sending a token of the program with your thank-you. (Mesa Public Library sent a decal saying "We Support Reading at Mesa Public Library.")
        b. If library policy permits, you can also purchase incentives.

    2. Printing
        a. Check with printers or newspapers willing to print for little or no fee.

    3. Staff
        a. Hire temporary staff if funds are available.
        b. Use teen volunteers to administer program.

IV. Publicity

A. The program must be promoted primarily to teens. Some suggestions:
    1. Booktalks in middle, junior, and senior high schools.
    2. Newspaper, radio, and television announcements. Contact school newspapers in early spring. Call favorite teen radio stations.
    3. Cable television bulletin boards.
    4. Community bulletin boards.
    5. PA announcements in schools.
    6. Displays, posters, and flyers in the school libraries.
    7. Inserts in community mailings.

B. The program must also be promoted to parents.

SUMMER READING PROGRAM ACTIVITY

THEME:	Summer Pow Wow
AGE GROUP:	Young Adult
BOOKS:	Buffalo Hunt by Russell Freedman Indian in the Cupboard by Lynn Reid Banks Display Native American books from your shelves.
ACTIVITY:	Ask a local Native American to demonstrate basket weaving.
CRAFT:	Use kits from S & S Arts and Crafts to make Kachina Spirit dolls, Mandals, Ojo De Dios, Jewelry, etc.
ACTIVITY:	How a Native American was named
POEM:	About Indians
VIDEOS:	The Indian in the Cupboard The Return of the Indian The Secret of the Indian The Mystery of the Cupboard

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SUMMER READING PROGRAM ACTIVITY

THEME: The Rush for Gold

AGE GROUP: Young Adult

BOOKS: The Great American Gold Rush by Rhoda Blumberg
Gold: The True Story of Why People Search for It, Mine It Trade It, Steal It, Mint It, Hoard It, Shape It, Wear It, Fight It, and Kill for It by Milton Meltzer

The California Gold Rush by Elizabeth Van Steenwyk
California: The Rush for Gold by Linda R. Wade.

ACTIVITY: Guest speaker: Have a jeweler come in and discuss the different types of gold, weight, styles, and cost of gold. How do you clean gold jewelry?

HANDOUT: Give each child a gold foil wrapped candy!

STORIES: Fools and Rascals: Louisiana Folktales.
"Hiding the Gold" by Calvin Andre Claude
(add a Cajun accent when reading)

OTHER: Recommended size of group: Any size
Length of Program: 30-45 minutes

Used with permission from the Tennessee State Library and Archives, 1999 Tennessee Summer Reading Program Manual based on the theme, "*The Great Time Machine*", P. 89.

A Deep Sea Tale...

Reported by ____

Great Underwater Explorer

Write a short story about your dive deep in the ocean. Describe what you saw, how you felt, and tell about your discovery.

Used with permission from "*1998 Books Ahoy!*", Vermont Department of Libraries, and Center for Environmental Education, P. 73.

Discover Your Heritage

Summary:

This theme acquaints Young Adults with the idea of tracing their family roots and learning more about their family and culture.

Procedure:

1. Contact someone from either a local genealogy group, historical society, or someone who has done research on their own family and have them give an introduction to the basics of family research. Then choose from any or all of the following as follow-up activities/workshops.

    a. Create a "History Book" of your family using family photos, letters, stories, school records, newspaper pictures and articles, and any other memorabilia. Use two pieces of cardboard covered with wallpaper samples as covers.

    b. Find out the names of your ancestors through your Great Grandparents and record it on the family tree.

    c. Interview a family member. (See the Suggested list of interview questions) Have a luncheon where each participant brings a favorite "family" dish and then shares one of the things they learned from their interview.

    d. Find out how you got your name, look up it's meaning, and illustrate it either with artistic lettering or a picture. Do matching game, using library Sources.

Interview Questions/Suggestions

How did parents/grandparents meet?

What is/was your neighborhood/town like? Is anyone from your neighborhood/town famous? Are there any ghosts in your neighborhood/town?

How does our family celebrate special occasions, i.e. birthdays, holidays, etc.

What games did your parents play when they were young? What did they do for fun?

Describe a memorable vacation.

Describe a childhood memory.

Describe an embarrassing moment.

Did you live in a home without electricity or modern appliances? What was it like?

What was your parent's favorite story as a child? Are there any stories in your family about certain family members?

Oryx Press has published an excellent series on genealogy for youth. There are currently twelve titles in the Oryx American Family Tree Series.

Brockman, Terra. *A Student's Guide to Italian American Genealogy*. Oryx Press, 1996.

Johnson, Anne E. *A Student's Guide to British American Genealogy*. Oryx Press, 1996.

Johnson, Anne E. *A Student's Guide to African American Genealogy*. Oryx Press, 1996.

Kabasch, E. Barrie. *A Student's Guide to Native American Genealogy*. Oryx Press, 1996.

McKenna, Erin. *A Student's Guide to Irish American Genealogy*. Oryx Press, 1996.

Paddock, Lisa Olson. *A Student's Guide to Scandinavian American Genealogy*. Oryx Press, 1996.

Robl, Gregory. *A Student's Guide to German American Genealogy*. Oryx Press, 1996.

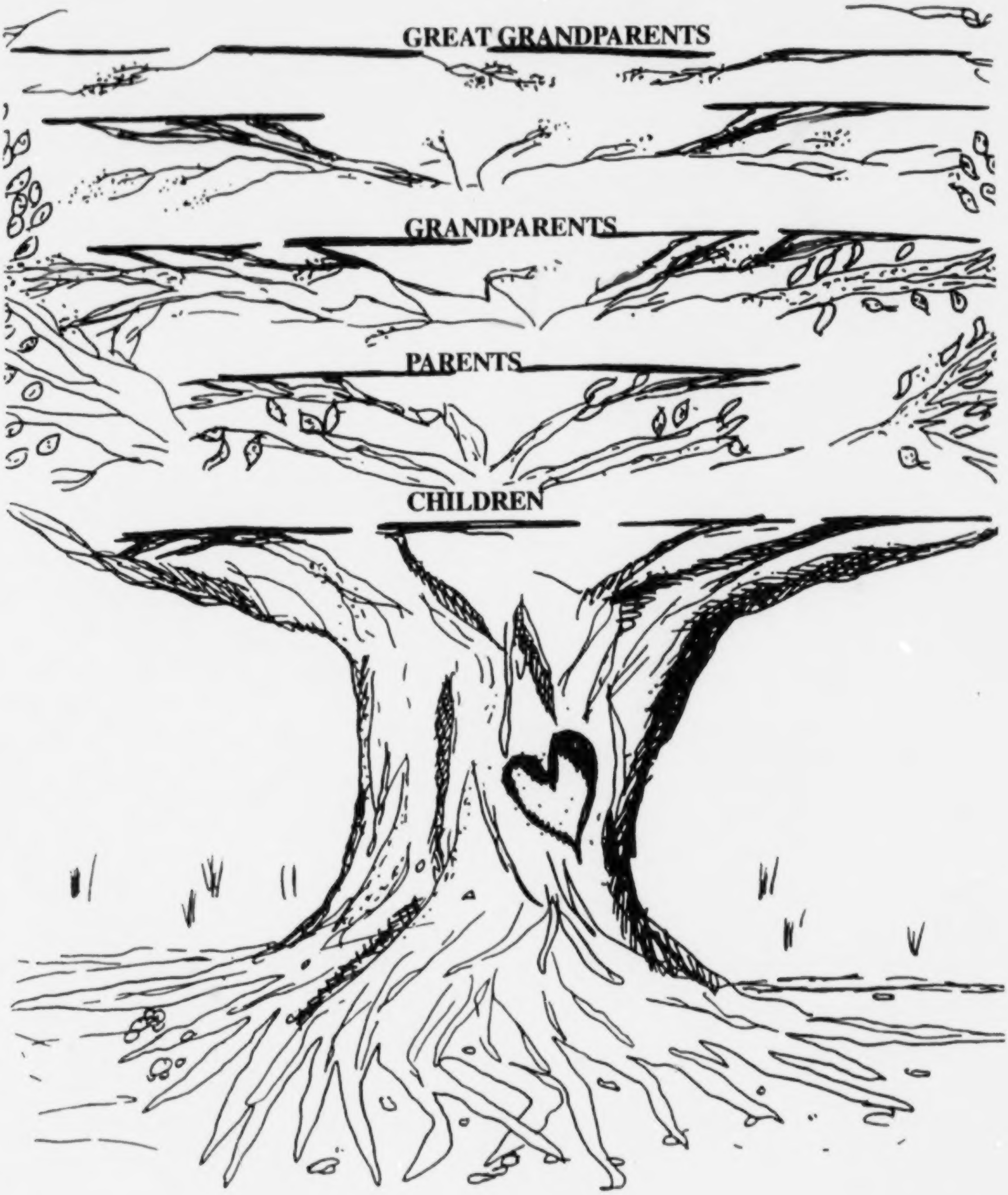
Rollyson, Carl Sokolnicki. *A Student's Guide to Polish American Genealogy*. Oryx Press, 1996.

Ryskamp, George R. *A Student's Guide to Mexican American Genealogy*. Oryx Press, 1996.

Schleifer, Jay. *A Student's Guide to Jewish American Genealogy*. Oryx Press, 1996.

She, Colleen. *A Student's Guide to Chinese American Genealogy*. Oryx Press, 1996.

Yamaguchi, Yogi. *A Student's Guide to Japanese American Genealogy*. Oryx Press, 1996.


GREAT GRANDPARENTS
GRANDPARENTS
PARENTS
CHILDREN

Historical Fiction-Immigration to America

Angell, Judie. *One Way to Ansonia* (Russian)

Avi. *Beyond the Western Sea* (Irish)
Book One: The Escape from Home
Book Two: Lord Kirkle's Money

Brown, Irene Bennett. *Willow Whip* (Irish)

Cohen, Barbara. *Molly's Pilgrim* (Russian)

Crew, Linda. *Children of the River* (Cambodian)

Cummings, Betty. *Now, Ameriky* (Irish)

Gonzalez, Gloria. *Gaucho* (Puerto Rican)

Hesse, Karen. *Letters from Rifka* (Russian)

Lasky, Kathryn. *A Journey to the New World: The Diary of Remember Patience Whipple: Mayflower/Plymoth Colony, 1620* (English)

Levitin, Sonia. *Annie's Promise* (German)
Journey to America (German)
Silver Days (German)

Littlefield, Holly. *Fire at the Triangle Factory* (Italian)

Lord, Athena. *The Luck of Z.A.P. and Zoe* (Greek)

Lord, Bette. *In the Year of the Boar and Jackie Robinson* (Chinese)

Moskin, Marietta. *Waiting for Mama* (Russian)

Namioka, Lensey. *Yang the Youngest and His Terrible Ear* (Chinese)

Nixon, Joan Lowery. *Land of Hope* (Jewish)
Land of Dreams (Swedish) *Land of Promise* (Irish)

Ross, Lillian Hammer. *Sarah, Also Know as Hannah* (Ukranian) *Siegel, Aranka Grace in the Wilderness* (Swedish)

Uchida, Yoshiko. *The Happiest Ending* (Japanese) Wartski, Maureen. *Long Way From Home* (Vietnamese)

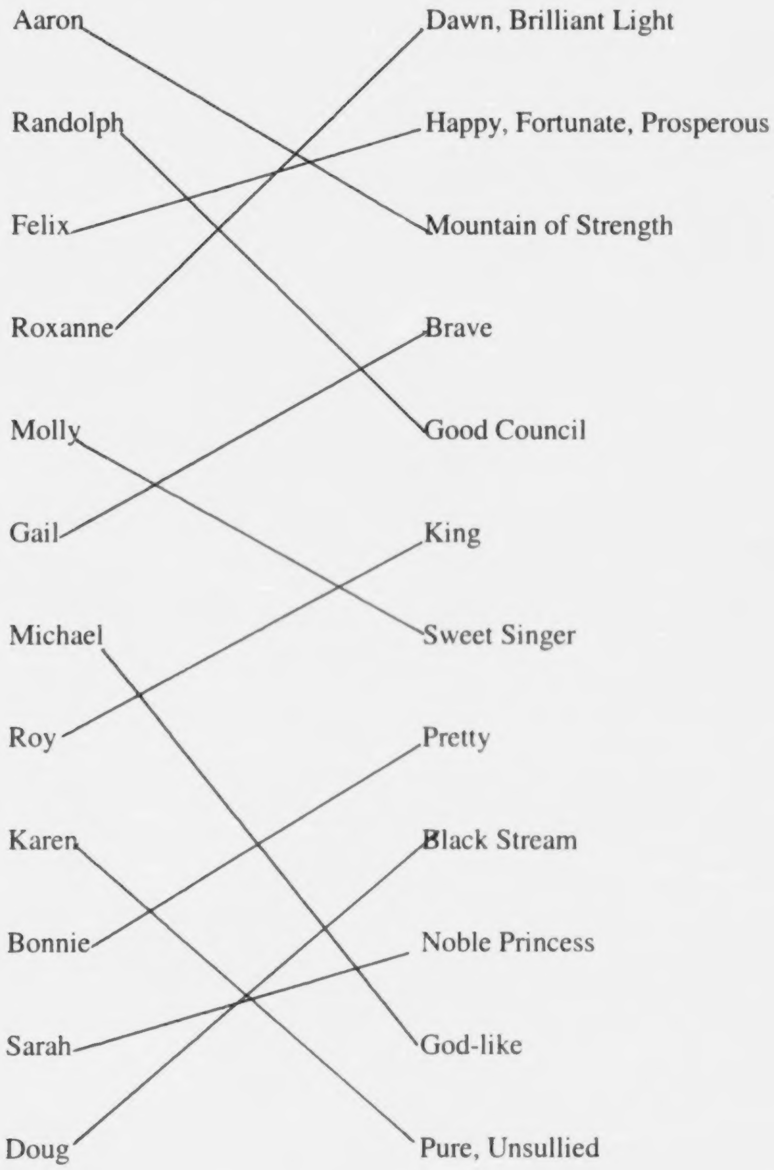
Woodruff, Elvira. *The Orphan of Ellis Island* (Italian) *Yep, Laurence Child of the Owl* (Chinese)
Dragonwings (Chinese)
Mountain Light (Chinese)

Match the Name with the Meaning

Aaron
Randolph
Felix
Roxanne
Molly
Gail
Michael
Roy
Karen
Bonnie
Sarah
Doug

Dawn, Brilliant Light
Happy, Fortunate, Prosperous
Mountain of Strength
Brave
Good Council
King
Sweet Singer
Pretty
Black Stream
Noble Princess
God-like
Pure, Unsullied

Match the Name with the Meaning



Aaron	Dawn, Brilliant Light
Randolph	Happy, Fortunate, Prosperous
Felix	Mountain of Strength
Roxanne	Brave
Molly	Good Council
Gail	King
Michael	Sweet Singer
Roy	Pretty
Karen	Black Stream
Bonnie	Noble Princess
Sarah	God-like
Doug	Pure, Unsullied

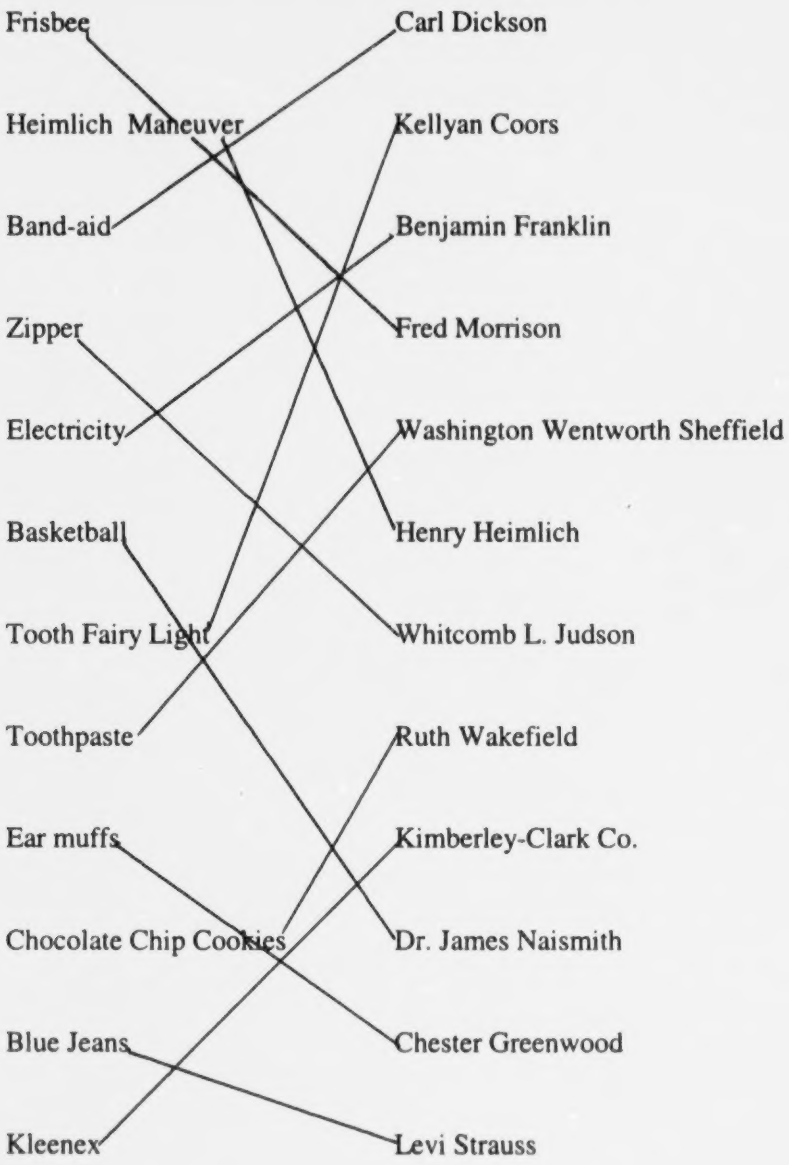
From Benjamin Franklin to the Wright Brothers to Chester Floyd Carlson (inventor of the Xerox machine), America has produced many great inventors.

Match the Invention with the Inventor

Frisbee
Heimlich Maneuver
Band-aid
Zipper
Electricity
Basketball
Tooth Fairy Light
Toothpaste
Ear muffs
Chocolate Chip Cookies
Blue jeans
Kleenex

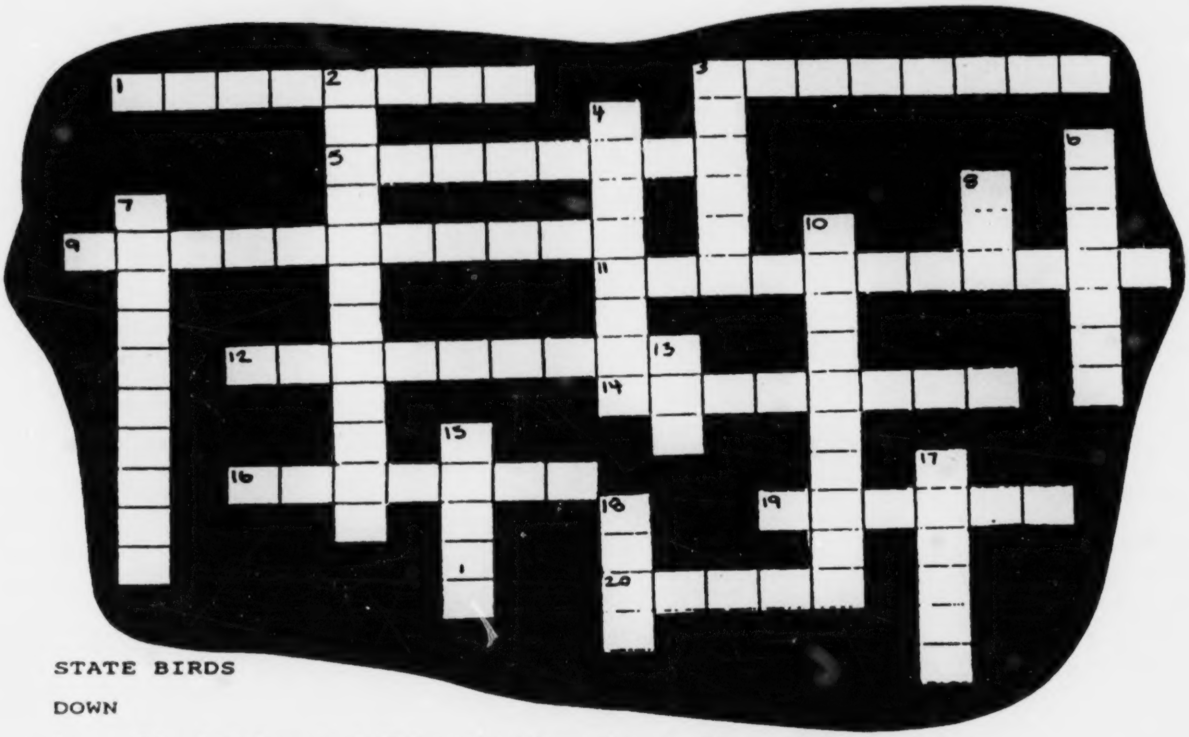
Carl Dickson
Kellyan Coors
Benjamin Franklin
Fred Morrison
Washington Wentworth Sheffield
Henry Heimlich
Whitcomb L. Judson
Ruth Wakefield
Kimberley-Clark Co.
Dr. James Naismith
Chester Greenwood
Levi Strauss

Match the Invention with the Inventor Answers



Frisbee
Heimlich Maneuver
Band-aid
Zipper
Electricity
Basketball
Tooth Fairy Light
Toothpaste
Ear muffs
Chocolate Chip Cookies
Blue Jeans
Kleenex

Carl Dickson
Kellyan Coors
Benjamin Franklin
Fred Morrison
Washington Wentworth Sheffield
Henry Heimlich
Whitcomb L. Judson
Ruth Wakefield
Kimberley-Clark Co.
Dr. James Naismith
Chester Greenwood
Levi Strauss



STATE BIRDS

DOWN

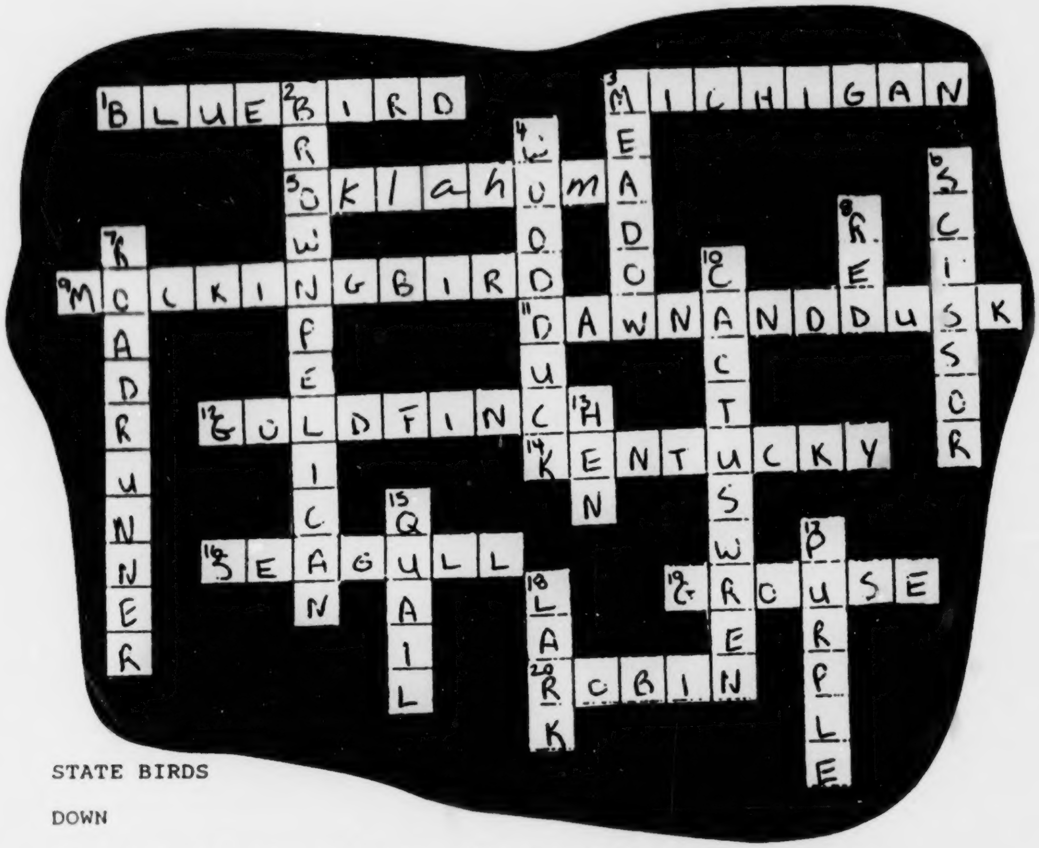
2 Its beak can hold more than its belly can (12)
3 Bambi frolicked with his mother in the open_________ (6)
4 A decoy in Mississippi (8)
6 Don't run with ________ tailed flycatchers in your hand! Especially in Oklahoma! (7)
7 Beep Beep! (10)
8 Rhode Island's colorful bird (3)
10 This bird nests in the prickles (10)
13 The Blue ___ chicken is the state bird of Delaware
15 California (Dan) ______ (5)
17 This finch would be a cinch for the Barney show. (6)
18 good fun (4)

ACROSS

1 A sad bird is a _________. (8)
3 _________, Superior, Erie, Ontario and Huron (8)
5 The flycatching state (8)
9 Hush! or Papa's gonna buy you one....... (11)
11 The 2 best times for bird watching (11)
12 This bird struck it rich in Iowa (9)
14 _________ fried Cardinal (8)
16 Jonathan Livingston ------ (7)
19 A tough bird, after a fight, is a ruffed ______ (6)
20 The bird that is rockin' in three states (5)

Information was gathered from the 1999 World Almanac

BEST COPY AVAILABLE


1 BLUEBIRD
2 BROWNPELICAN
3 MICHIGAN
3 MEADOW
4 WOODDUCK
5 Oklahoma
6 SCISSOR
7 ROADRUNNER
8 RED
9 MOCKINGBIRD
10 CACTUSWREN
11 DAWNANDDUSK
12 GOLDFINCH
13 HEN
14 KENTUCKY
15 QUAIL
16 SEAGULL
17 PURPLE
18 LARK
19 GROUSE
20 ROBIN

STATE BIRDS

DOWN

2 Its beak can hold more than its belly can (12)
3 Bambi frolicked with his mother in the open________ (6)
4 A decoy in Mississippi (8)
6 Don't run with _______ tailed flycatchers in your hand! Especially in Oklahoma! (7)
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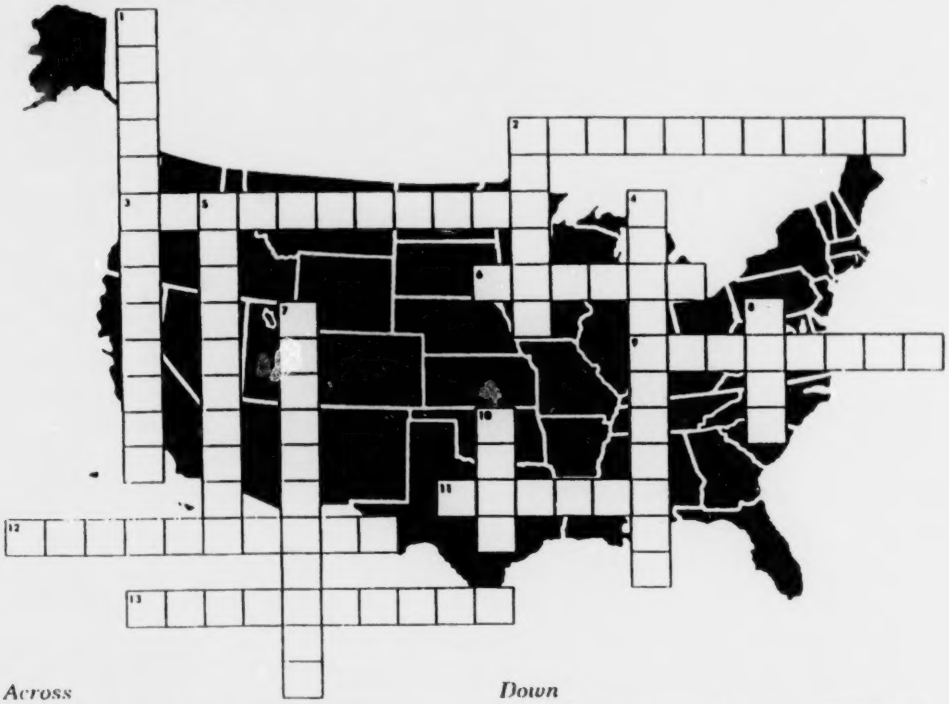
U.S. Facts and Figures



Across

2. This town in California is the lowest town in the U.S.—185 feet below sea level.
3. The longest river in the United States runs north and south.
6. The northernmost city in the United States is located in Alaska.
9. The easternmost city in the United States is located in Maine.
11. The largest state in the United States is also the northernmost state.
12. The deepest lake in the United States is found in Oregon.
13. The highest bridge in the United States is located in Colorado

Down

1. The highest mountain in the United States is located in Alaska.
2. This town in Colorado is the highest town in the United States—11,560 feet.
4. The smallest state in the United States is on the East Coast.
5. The tallest building in the United States is located in Chicago.
7. The lowest point in the United States is in the most-populated state.
8. The westernmost city in the United States is located in Alaska.
13. The southernmost city in the United States is located in Hawaii.

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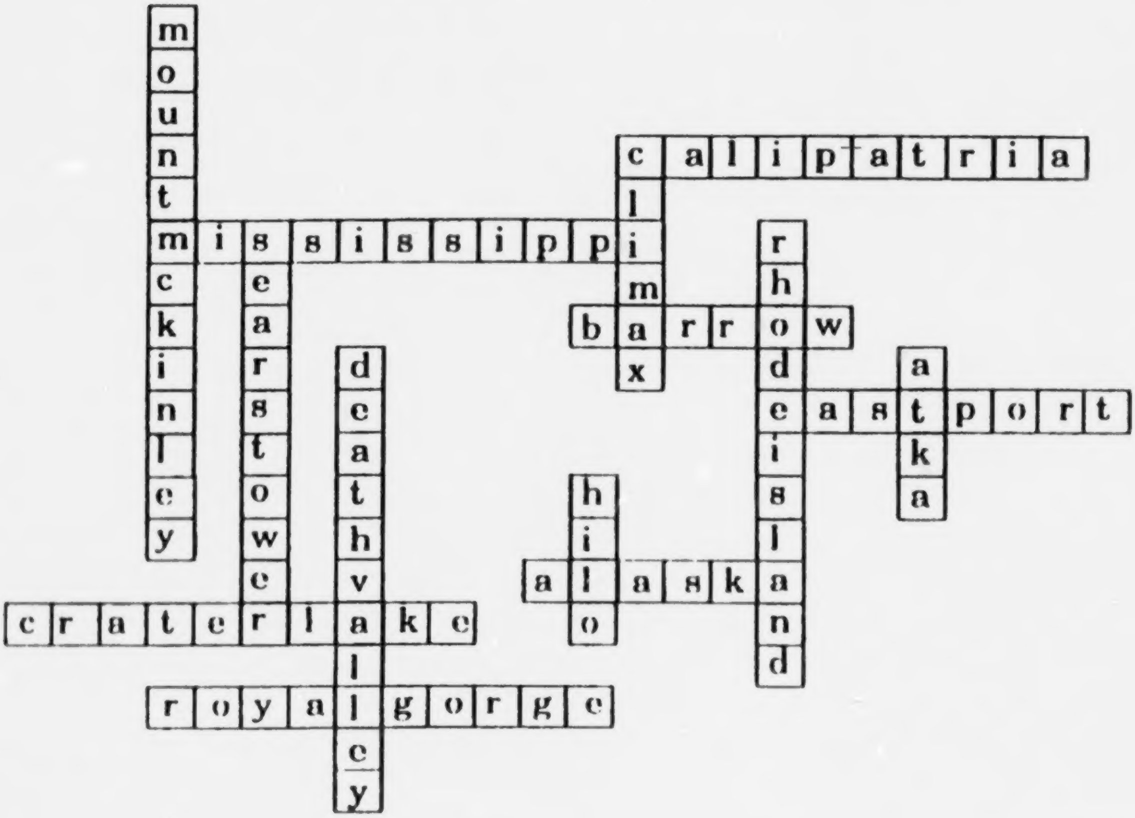
U.S. FACTS AND FIGURES


mountmckinley
calipatria
mississippi
climax
rhodeisland
barrow
searstower
deathvalley
atka
eastport
hilo
alaska
craterlake
royalgorge

WORD SEARCH
(ADVANCED)

O	E	K	A	J	F	C	T	I	C	K	G	V	M	I	Q	R	O	H	B
C	H	R	I	S	T	O	P	H	E	R	C	O	L	U	M	B	U	S	M
E	O	P	G	N	I	Y	I	V	K	S	H	Z	E	K	L	V	F	A	A
N	U	M	W	X	G	N	K	L	P	I	G	E	N	O	A	P	R	G	P
I	R	D	A	P	A	F	R	G	A	O	N	I	E	H	R	T	E	I	M
M	G	J	I	O	L	X	E	E	T	I	H	G	Q	G	I	Z	L	Q	A
O	L	Q	R	R	I	N	B	R	S	S	C	O	J	N	A	E	Z	X	K
D	A	B	A	T	F	O	T	A	D	Q	H	N	P	O	U	R	D	M	E
J	S	L	M	U	L	U	B	V	J	I	M	I	G	Q	H	S	U	Q	R
V	S	Z	A	G	W	E	K	L	E	M	N	V	P	E	Y	N	T	O	W
M	Q	N	T	A	L	B	Y	S	A	Z	F	A	O	S	I	K	P	T	C
F	I	K	N	L	N	A	E	C	O	C	I	T	N	A	L	T	A	Q	J
N	D	S	A	G	P	C	Z	N	W	B	F	N	U	D	S	W	G	W	L
O	H	U	S	Q	H	I	X	J	Y	Z	O	D	X	T	X	M	E	B	E
I	X	F	V	T	U	R	N	O	P	Y	R	E	V	O	C	S	I	D	P
S	P	A	I	N	G	E	F	T	N	W	M	Z	L	P	T	B	Z	Y	H
I	U	V	P	Q	R	M	V	S	A	I	L	O	R	S	A	G	F	J	C
V	D	N	K	E	B	A	E	F	W	E	M	O	L	O	H	T	R	A	B

AMERICA
CHINA
DOMINECO
KING JOHN
NINA
SANTA MARIA
SPAIN
VISION

ATLANTIC OCEAN
COURAGE
GENOA
MAPMAKER
PINTA
QUEEN ISABELLA
KING FERDINAND
CHRISTOPER COLUMBUS
GLOBE

BARTHOLOMEW
DISCOVERY
HOUR GLASS
MARTIN PINZON
PORTUGAL
SAILORS
SHIPS
WEST

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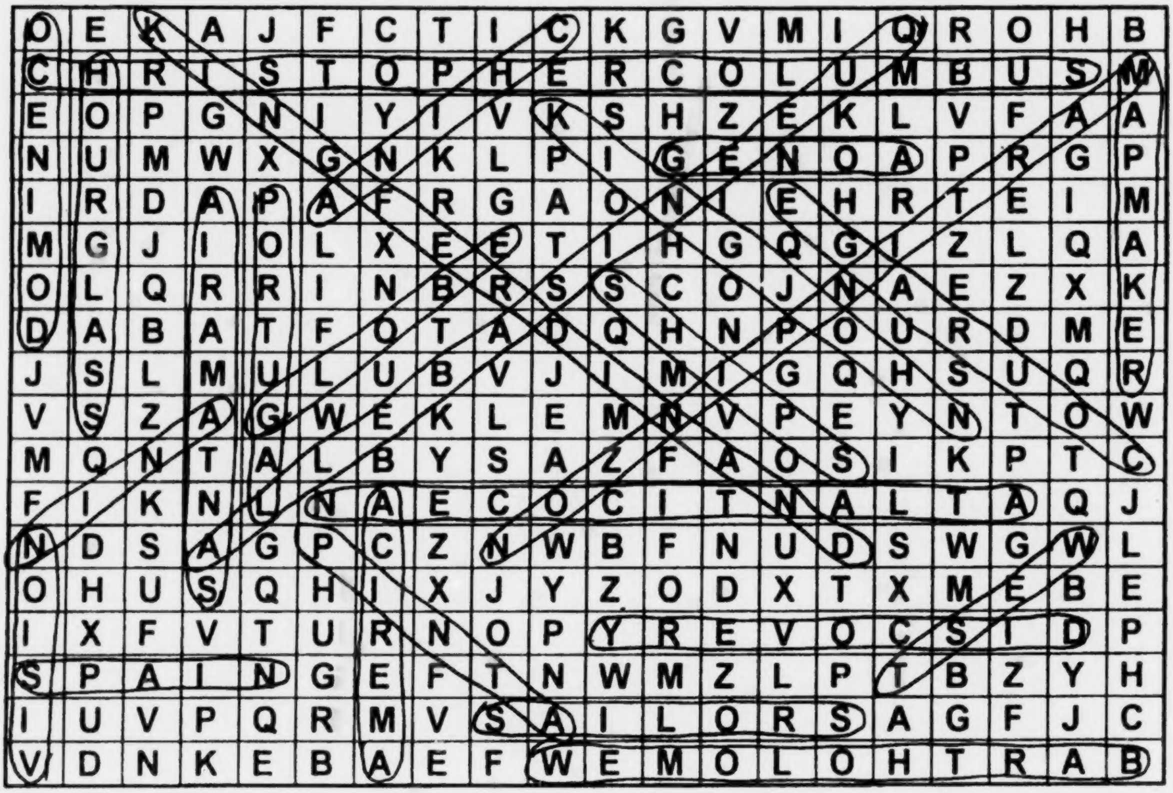
WORD SEARCH ANSWERS
(ADVANCED)



O	E	K	A	J	F	C	T	I	C	K	G	V	M	I	Q	R	O	H	B
C	H	R	I	S	T	O	P	H	E	R	C	O	L	U	M	B	U	S	M
E	O	P	G	N	I	Y	I	V	K	S	H	Z	E	K	L	V	F	A	A
N	U	M	W	X	G	N	K	L	P	I	G	E	N	O	A	P	R	G	P
I	R	D	A	P	A	F	R	G	A	O	N	I	E	H	R	T	E	I	M
M	G	J	I	O	L	X	E	E	T	I	H	G	Q	G	I	Z	L	Q	A
O	L	Q	R	R	I	N	B	R	S	S	C	O	J	N	A	E	Z	X	K
D	A	B	A	T	F	O	T	A	D	Q	H	N	P	O	U	R	D	M	E
J	S	L	M	U	L	U	B	V	J	I	M	I	G	Q	H	S	U	Q	R
V	S	Z	A	G	W	E	K	L	E	M	N	V	P	E	Y	N	T	O	W
M	Q	N	T	A	L	B	Y	S	A	Z	F	A	O	S	I	K	P	T	C
F	I	K	N	L	N	A	E	C	O	C	I	T	N	A	L	T	A	Q	J
N	D	S	A	G	P	C	Z	N	W	B	F	N	U	D	S	W	G	W	L
O	H	U	S	Q	H	I	X	J	Y	Z	O	D	X	T	X	M	E	B	E
I	X	F	V	T	U	R	N	O	P	Y	R	E	V	O	C	S	I	D	P
S	P	A	I	N	G	E	F	T	N	W	M	Z	L	P	T	B	Z	Y	H
I	U	V	P	Q	R	M	V	S	A	I	L	O	R	S	A	G	F	J	C
V	D	N	K	E	B	A	E	F	W	E	M	O	L	O	H	T	R	A	B

AMERICA
CHINA
DOMINECO
KING JOHN
NINA
SANTA MARIA
SPAIN
VISION

ATLANTIC OCEAN
COURAGE
GENOA
MAPMAKER
PINTA
QUEEN ISABELLA
KING FERDINAND
CHRISTOPER COLUMBUS
GLOBE

BARTHOLOMEW
DISCOVERY
HOUR GLASS
MARTIN PINZON
PORTUGAL
SAILORS
SHIPS
WEST

Title of Program: Naval Vessels

Age: Primary, Intermediate
Length: Varies

Contributor: Susan Heckler Pittman
St. Marys Community Public Library
St Marys, Ohio

Program Description: Find the following words located in this word search about the various types of ships. Look in all directions and circle the words.

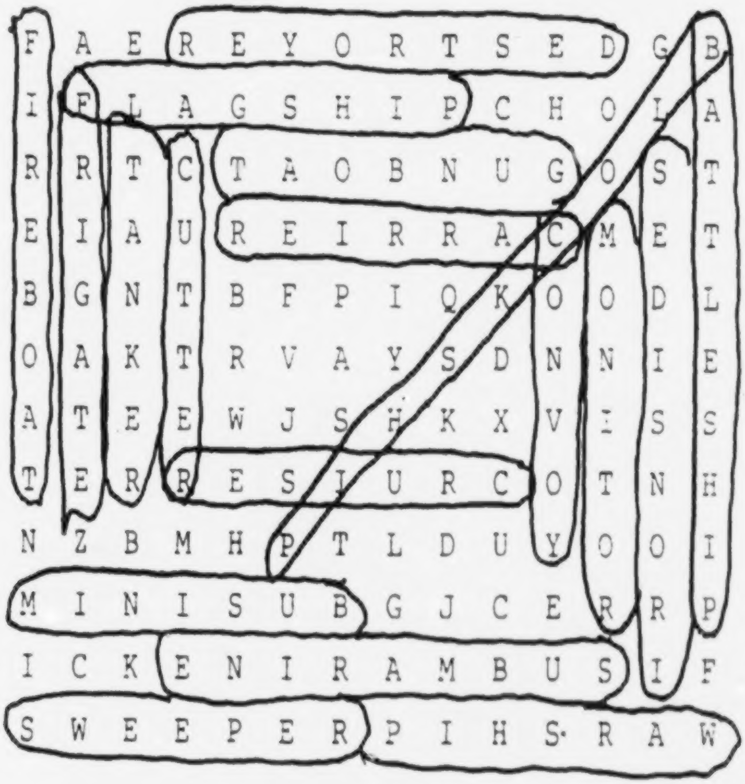
BATTLESHIP
BLOCKSHIP
CARRIER
CONVOY
CRUISER
CUTTER
DESTROYER
FIREBOAT
FLAGSHIP
FRIGATE
GUNBOAT
IRONSIDES
MINISUB
MONITOR
SUBMARINE
SWEEPER
TANKER
WARSHIP

F	A	E	R	E	Y	0	R	T	S	E	D	G	B
I	F	L	A	G	S	H	I	P	C	H	0	L	A
R	R	T	C	T	A	0	B	N	U	G	0	S	T
E	I	A	U	R	E	I	R	R	A	C	M	E	T
B	G	N	T	B	F	P	I	Q	K	0	0	D	L
0	A	K	T	R	V	A	Y	S	D	N	N	I	E
A	T	E	E	W	I	S	H	K	X	V	I	S	S
T	E	R	R	E	S	I	U	R	C	0	T	N	H
N	Z	B	M	H	P	T	L	D	U	Y	0	0	I
M	I	N	I	S	U	B	G	I	C	E	R	R	P
I	C	K	E	N	I	R	A	M	B	U	S	I	F
S	W	E	E	P	E	R	P	I	H	S	R	A	W

Used with permission from 1998 "*Drop Anchor in a Good Book*", State Library of Ohio, P. 183-184.

Naval Vessels Answer Sheet

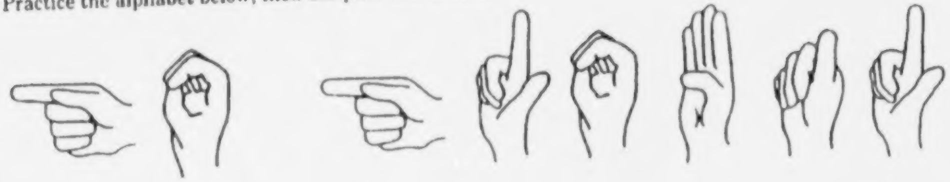
BATTLESHIP
BLOCKSHIP
CARRIER
CONVOY
CRUISER
CUTTER
DESTROYER
FIREBOAT
FLAGSHIP
FRIGATE
GUNBOAT
IRONSIDES
MINISUB
MONITOR
SUBMARINE
SWEEPER
TANKER
WARSHIP



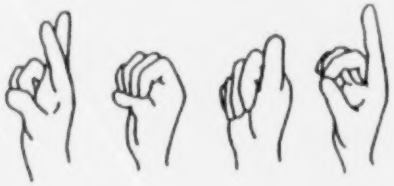
```
F A E R E Y O R T S E D G B
I F L A G S H I P C H O L A
R R T C T A O B N U G O S T
E I A U R E I R R A C M E T
B G N T B F P I Q K O O D L
O A K T R V A Y S D N N I E
A T E E W J S H K X V I S S
T E R R E S I U R C O T N H
N Z B M H P T L D U Y O O I
M I N I S U B G J C E R R P
I C K E N I R A M B U S I F
S W E E P E R P I H S R A W
```

American Sign Language

Practice the alphabet below, then decipher this message.

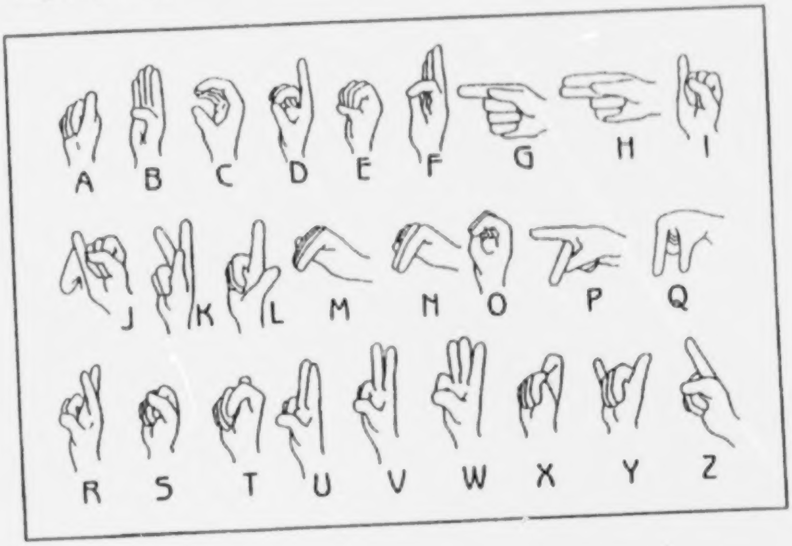


____ ____   ____ ____ ____ ____ ____ ____



____ ____ ____ ____

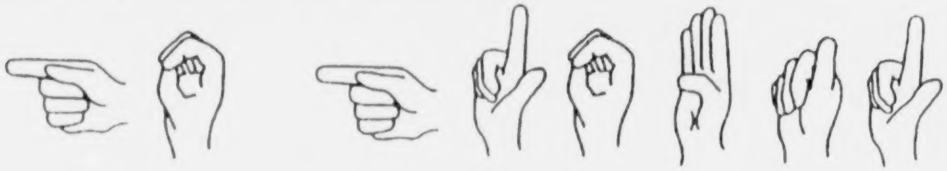
Sign Language Alphabet



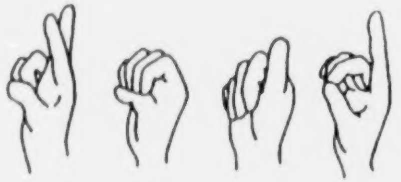
Used with permission from the Wisconsin Dept. of Public Instruction, "1999 Summer Reading Program Manual based on the theme, *Go Global: Read!*", P. 180

American Sign Language

Practice the alphabet below, then decipher this message.

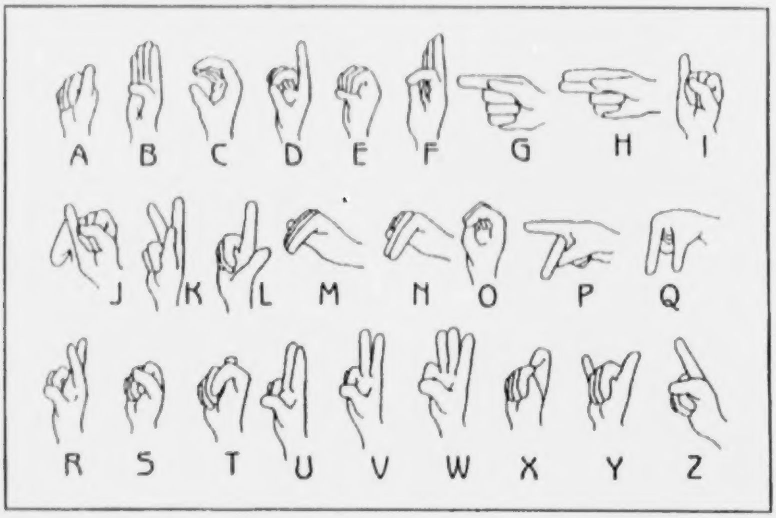


G O   G L O B A L



R E A D

Sign Language Alphabet


A B C D E F G H I
J K L M N O P Q
R S T U V W X Y Z

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Create Your Own Postcard

Use this pattern to create your own postcard. On this side, write to someone about a place you visited. On the back side, color a picture of a place you have visited or make a collage from magazine pictures. When you are finished, cut around the outside edges.

To: ______________________

____

____

____

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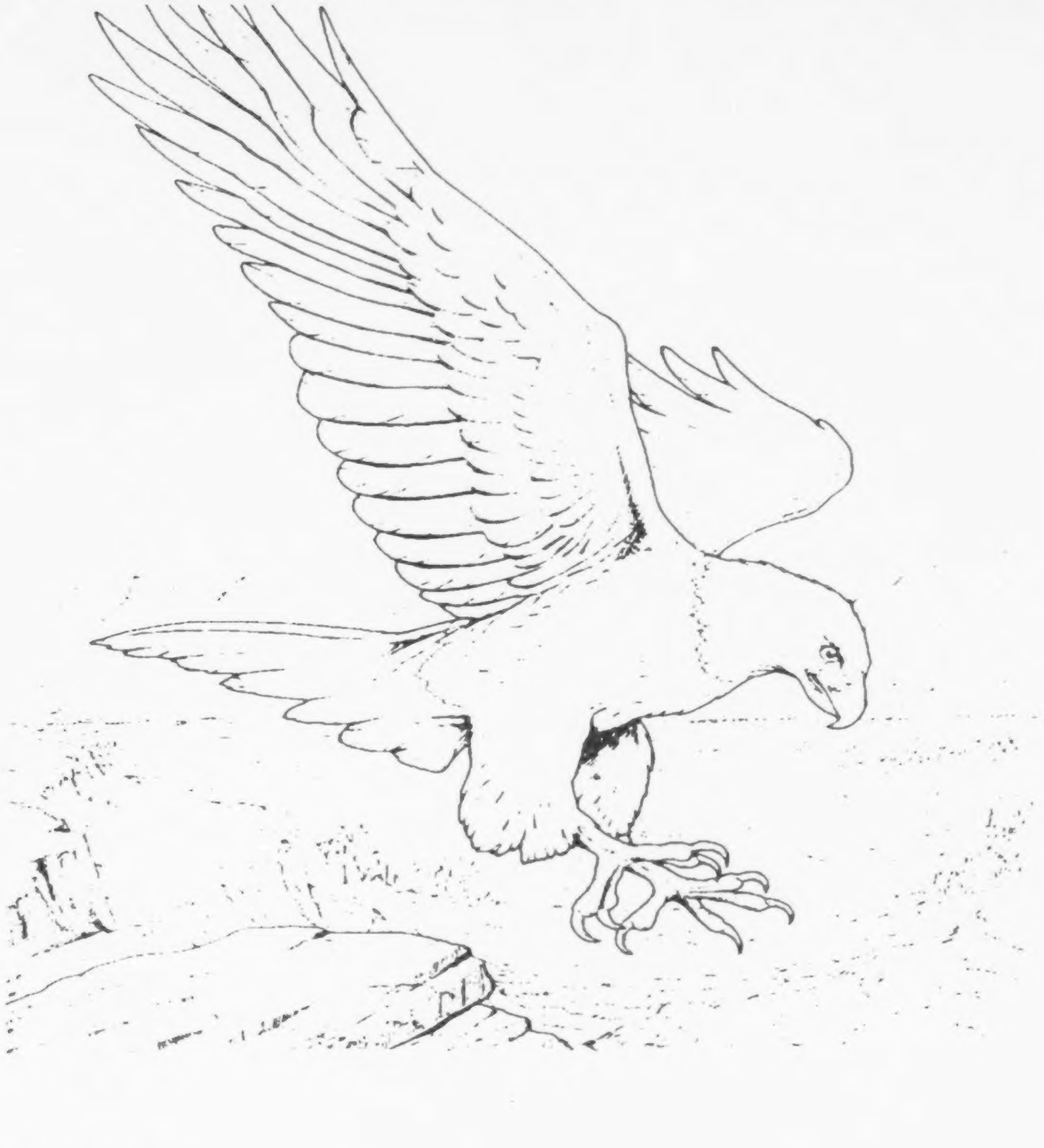
Bald is Beautiful

Find a book that has photographs or colored drawings of the Bald Eagle. From the pictures you should be able to color a life like portrait of the Haliaeetus Leucocephalus. The bald eagle's coloration is dark brown, with white head and tail. The distinctive white head and tail appear when the bird is about four years old. At maturity this bald official emblem of the United States will be 31-37 inches long.



Dance Program

Summary:

Young Adults participate in any of a number of kinds of dance classes. Styles reflect the many kinds of dance in America such as ballroom, folkdance, ballet, square dancing, modern dancing, line dancing, etc. This could include the national dances of various immigrant groups such as Hispanic, African, Irish, etc.

Procedure:

1. Presenters can be teachers at local studios, square dance callers, folk dance leaders, performers, etc.

2. This could be a one-time program or a series of programs.

3. Allow 1-1/4 hours for each class / program. Content and format could include historical background as well as a demonstration and teaching of certain dance steps or positions. A video which complements the style being presented Could also be shown, if available.

4. Display books on different types of dance both to create interest for the program and to encourage further reading and exposure to the various dances.

Bird Program

Summary:

Young Adults can learn about local birds and their importance.

Procedure:

1. Invite a local naturalist or someone associated with a local birding group to speak about birds of the area. Inquire as to the feasibility of accompanying members on a bird count.
2. Invite a local nature artist to give a how-to workshop on drawing / sketching birds and other wildlife. This could be a series of workshops covering different mediums and subjects.

Music Program

Summary:

Some music is unique to America. Young Adults will have the opportunity to hear some of that music and learn about it's historical significance.

Procedure:

1. Contact local musicians who are representative of various American music forms such as jazz, bluegrass, spirituals, and country and see if they would do a program / concert.

2. Contact local teen musicians who are representative of various American music forms. Hold a jam session for teens.

3. Feature some of the famous past American song writers / musicians such as Woody Guthrie in an informational program followed by an activity in which participants write new words to a favorite tune.

Theme: BEACH

BOOKS:

Aliki. THOSE SUMMERS. Harper Collins, 1996.
Asch, Frank. SAND CAKE. Parents Mag., 1978.
Axelrod, Amy. PIGS ON A BLANKET. S & S, 1996.
Brown, Marc. D.W. ALL WET. Little, 1988.
Brown, Margaret Wise. SEASHORE NOISY BOOK. Harper Collins, 1993.
Carle, Eric. HOUSE FOR HERMIT CRAB. Picture Book Studio, 1987.
Cocca-Leffler, Maryann. CLAMS ALL YEAR. Boyds Mills, 1996.
Dexter, Alison. GRANDMA. Harper Collins, 1992.
Gebert, Warren. THE OLD BALL AND THE SEA. Bradbury, 1988.
Graham, Bob. GREETINGS FROM SANDY BEACH. Kane Miller, 1992.
Levine, Evan. NOT THE PIANO, MRS. MEDLEY! Orchard, 1991.
Oxenbury, Helen. TOM AND PIPPO AT THE BEACH. Candlewick, 1993.
Raffi. DOWN BY THE BAY. Crown, 1990.
Robbins, Ken. BEACH DAYS. Viking, 1987.
Rockwell, Anne. AT THE BEACH. Macmillan, 1987.
Turkle, Brinton. DO NOT OPEN. Dutton, 1981.
Wild, Margaret. THE QUEEN'S HOLIDAY. Orchard, 1992.
Zion, Gene. HARRY BY THE SEA. Harper, 1965.

POEMS: THE SHELL by David McCord (in THE STAR IN THE PAIL, Little Brown, 1975).

AT THE SEASIDE by Robert Louis Stevenson

When I was down beside the sea
A wooden spade they gave to me
to dig the sandy shore.
My holes were empty like a cup,
In every hole the sea came up,
Till it could come no more.

Used with permission from"1998 Books Ahoy!", Vermont Department of Libraries, P. 109-110.

Pourquoi Tales

Plan a day around folktales that tell why (pourquoi something is so.
You may invite the help of older students to provide variations in the presentations.
Story-telling with or without a book, reader's theater and short plays are possibilities.
For some stories you can enlist audience members to serve as impromptu actors.
The list of books provided here will get you off to a good start.

Books

Aardenia, Verna (reteller). *Why Mosquitoes Buzz in People's Ears.* Penguin, 1992 (West Africa) Ahenakew,
Freda (translator). *How the Birch Tree Got It's Stripes.* Fifth House, 1988 (Cree)
Grifalconi, Ann (reteller). *The Village of Round and Square Houses.* Little, Brown, 1986 (Cameroon) Kipling,
Rudyard (reteller). *Just So Stories.* Many editions available (International origins)
Mora, Francisco X. (reteller). *The Legend of the Two Moons.* Highsmith, 1992 (Mexico)
Stevens, Janet (reteller). *How the Manx Cat Lost Its Tale.* Harcourt, 1990 (Isle of Man)
Tavlor, Harriet (reteller). *Coyote and the Laughing Butterflies.* Macmillan, 1995 (Native American)
Troughton, Joanna (reteller). *How Rabbit Stole the Fire.* Bedrick, 1986 (Native American)

Scenes in African American Life, Past and Present

Ages: Adapt for preschool through upper grades

Acknowledge the difficult history that is a part of African American Heritage. Recognize the contribution of black leaders and role models locally and in the nation. In the books listed below you will find examples both of cultural differences and of experiences shared by children and families of all colors.

You may choose to begin the day with an invited guest who can talk about Juneteenth Day and Kwanza or a guest who can introduce the pleasures of jazz through performance or through recordings. A program devoted to jazz could make a fine family evening event.

Books-Heritage

Chocolate, Debbi. *Kente Colors.* Walker, 1996

Kente cloth, with its symbolic colors, was made traditionally in Ghana and Togo. It was worn only by royalty at one time, but now it is the national costume of Ghana. The art of the weaving was handed down from one generation to another

Greenfield, Eloise. *Honey I Love.* Harper, 1995

The words from a poem form the basis for the narrative describing all the things, that are loved in the course of one day.

Grimes, Nikki. *It's Raining Laughter.* Dial, 1997

Twelve poems are paired with pictures of African American children. Some poems celebrate the love and pride of African American names. One celebrates the joy a brown-skinned child takes in seeing pictures of children like her in books at the. Library. The book acknowledges the importance of self-esteem, joy, and laughter.

Higginsen, Vy. *This Is My Song: A Collection of Gospel Music for the Family.* Crown, 1995

With a written introduction to the genre, 30 gospel songs are included in this collection. Notation for each song is given along with a brief explanation of the context in which it was written.

Hudson, Cheryl. *Bright Eyes, Brown Skin.* Just Us, 1990

Hudson offers a celebration of the skin tones and physical characteristics of African American children.

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Hudson, Wade, and Cheryl Hudson. *How Sweet the Sound: African-American Songs for Children.* Scholastic, 1995.

This collection of 23 songs from African American tradition includes illustrations representing elements of that heritage. A brief history is provided for each song and notation is included at the end of the book.

Johnson, James Weldon. *Lift Ev'ry Voice and Sing.* Scholastic, 1995

The words to the African American anthem are paired with ethnocentric illustrations.

Jones, Maurice. Say *It Loud: The Story of Rap* Music. Millbrook, 1994

Jones traces the evolution of rap music from oral traditions in Africa to the United States in the time of bondage and to the present day. Information on performers is included.

Monceaux, Morgan, *Jazz. My Music, My People.* Knopf, 1994

Biographies and portraits of the people who made jazz great are presented together with explanations of musical styles.

Myers, Walter. *Brown Angels: An Album of Pictures and Verse.* Harper, 1993

Myers presents a collection of pictures of African American babies and children with text validating their beauty and worth.

Myers, Walter. *Harlem: A Poem.* Scholastic, 1997

The history of Harlem is traced, showing it as a welcoming place, a gathering place of Black faces and voices and rhythms.

Raschka, Chris. *Charlie Parker Played Be Bop.* Orchard, 1992

The rhythm of bebop infuses the text of this tribute to the famous saxophonist, Charlie Parker.

Slier, Deborah, ed. *Make a Joyful Sound: Poems for Children by African-American Poets.* Checkerboard, 1991

Topics such as family, friends, playing outside, school, and pride, in African American heritage are included in this collection.

Strickland, Dorothy, and Michael Strickland. *Families: Poems Celebrating the African American Experience.* Boyds Mills, 1994

Each page features families with a text that assures children the world is wide open to them.

Thomas, Joyce. *Brown Honey in Broomwheat Tea.* Harper, 1991

Twelve poems express feelings of pride, joy, wonder, and sorrow of everyday African American life.

Walter, Mildred. Ty's *One-Man Band.* Scholastic, 1980

Ty meets a man using a washboard, comb, spoon, and pail to create music, and together they fill the night, with music.

Weiss, George and Bob Thiele. *What a Wonderful World.* Atheneum, 1995

Six children prepare scenery and props for a puppet show using the words to the song "What A Wonderful World," made famous by Louis Armstrong. Try showing the colorful illustrations, by Ashley Bryan as you play an Armstrong recording of the song.

Books-Times Past

Belton, Sandra. *May'naise Sandwiches & Sunshine Tea.* Four Winds, 1994

The friendship between two African American girls of different social classes is told as a child remembers the stories her grandmother told her.

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Crews, Donald. *Bigmama's.* Greenwillow, 1991
In the 1940s the author and his family made annual trips to Florida to spend the summer on his Grandparent's farm. This experience of going South or "down home" during the summer was common for African American families. All children will understand the excitement felt by the children in the story as they explore the house, barn, and yard to see that everything is as they remembered it.

Crews, Donald. *Shortcut.* Greenwillow, 1992
While visiting their grandmother, seven children decide to take a dangerous shortcut. They walk along a railroad track, and as they cross a bridge they hear the whistle of an approaching train. They cannot outrun the train and the train cannot stop, but the children manage to slide, down a steep embankment to escape death.

Howard, Elizabeth. *Aunt Flossie's Hats (And Crab Cakes Later).* Clarion, 1991
Great Aunt Flossie has kept every hat she has ever owned and they remind her of stories, which she tells her grandnieces.

Howard, Elizabeth. *Mac & Marie & the Train Toss Surprise.* Four Winds, 1993
An African American brother and sister wait anxiously for the train to pass by their house because their Uncle Clem works on the train and has promised to toss a surprise package off the train as it goes past.

Howard, Elizabeth. *Papa Tells Chita a Story.* Simon & Schuster, 1995
Papa begins to tell Chita his adventures during the Spanish American War, but she soon realizes that the parts about his fight with the snake and the alligator and his spending, the night in an eagle's nest are tall tales.

Howard, Elizabeth. *The Train to Lulu's.* Aladdin, 1994
Two young African American girls travel for the first time alone on a train to visit their grandmother.

Howard, Elizabeth. *What's in Aunt Mary's Room*? Clarion, 1996
Two girls are interested in a locked room at their great Aunt's house. Together they go into the room to find the family Bible to have their names inscribed.

McKissack, Patricia. *Ma Dear's Aprons.* Atheneum, 1997
Based on real events in the life of McKissack's great-grandmother, this story tells how David Eark call tell what day it is by the apron his mother is wearing. Each day she wears a different apron suited to the work she has to do that day. The loving relationship between this working mother and her son is expressed in the activities they share.

Medearis, Angela. *Picking Peas for a Penny.* Scholastic, 1990
This is the story of a young Black girl growing up on a farm during the 1930's Depression. Her family has little money, but they do have love for each other.

Miles, Calvin. *Calvin's Christmas Wish.* Viking, 1993
As the family prepares for Christmas in the 1950s, Calvin wishes for a new bicycle. But he knows that his loving African American family is more important than all the material things in the world.

Miller, William. *Zora Hurston and the Chinaberry Tree.* Lee and Low, 1994
Author Zora Hurston was encouraged by her mother to think the world belonged to her and that she could succeed at the things she enjoyed.

Mitchell, Margaree. *Uncle Jed's Barbershop.* Simon & Schuster, 1993
The narrator's Uncle Jed lost the money he was saving to open his own barbershop during the Depression. Finally, at 79 he opened his shop and all the people who had known him came for the opening

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Pinkney, Gloria. *Back Home*. Dial, 1992
Family heritage, memory, and family ties are shown as an African American family welcomes a little girl when she comes from the city to visit her rural relatives in the 1950's.

Pinkney, Gloria. *The Sunday Outing*. Dial, 1994
Eight-year-old Ernestine and her Aunt Odessa share all interest in trains and adventures. In an effort to keep in touch with extended family members and to pass along family traditions, Ernestine is being prepared to make a long train trip to her relatives in the South. The story is set it the 1950's

Rochelle, Belinda. *When Jo Louis Won the Title*. Houghton Mifflin, 1994
Jo Louis dreads her first day at a new school because everyone makes fun of her name. But her grandfather tells Jo about how he arrived in Harlem on the same day that Joe Louis won his boxing title. He helps Jo understand the story and reason behind her name.

Stroud, Bettye. *Down Home at Miss Dessa's*. Lee and Low, 1996
In the 1940s, two sisters decide that they must change roles and take care of Miss Dessa, who has always cared for them. A strong sense of being a good neighbor is conveyed.

Thomas, Joyce. *Gingerbread Days*. Harper, 1995
An African American boy learns who he is as he moves through the calendar year. His place as a beloved son and grandson is secure.

Williams, Sherle. *Working Cotton*. Harcourt, 1992
The events in the life of a Black migrant family who worked long hours picking cotton are recounted.

Woodtor, Dee. *Big Meeting*. Atheneum, 1996.
The simple joys of a large family reunion capture events rich in emotion and memory.

Books-Contemporary Life

Barber. Barbara. *Allie's Basketball Dream*. Lee and Low, 1996
A young girl is given a basketball by her father and dreams of becoming a professional player. She is spirited and determined and eventually makes her first basket despite teasing from a group of boys.

Barber, Barbara. *Saturday At The New You*. Lee and Low, 1994
Every Saturday Shauna goes with her mother to the beauty parlor her mother owns. She helps her mother set up for the day, sorts curlers, brings magazines to customers, and braids her dolls hair. The strength of the African American neighborhood and hard-working women are celebrated.

Bunting, Eve. *Smoky Night*. Harcourt, 1994
A young African American boy and his mother leave their apartment in the middle of the night to seek refuge in a shelter during a riot. The multicultural neighborhood gathers at the shelter, and the tension between the African American and Korean American families is described.

Chocolate, Debbi. *On the Day I Was Born*. Scholastic, 1995
An African American family blends ancient African traditions-such as holding a baby up to the heavens and presenting the baby with kofia and kente cloth-with modern American practices, as they welcome a new family member.

Crews, Nina. *One Hot Summer Day*. Greenwillow, 1995
A young girl chooses to play outdoors on a very hot day. The temperature seems to control everything, until a cool rain breaks the heat

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Cummings, Pat. *Clean Your Room, Harvey Moon!* Bradbury, 1991
When Harvey settles in to watch television on Saturday morning, he hears the "Voice Of Doom" telling him to clean his room.

DeGross, Monalisa. *Donavan's Word Jar.* Harper, 1994
Third-grader Donavan Allen collects words and puts them into a jar once he has written them down and learned them. His family helps him think of the perfect solution when his word jar is full.

Derby, Sally. *My Steps.* Lee and Low, 1996
A young girl describes all the fun she and her friends have on the front stoop of her house in a busy city neighborhood.

Fluornoy, Valerie. *Tanya's Reunion.* Dial, 1995
Tanya goes early to a family reunion with her grandmother to the family farm her grandmother has often described to her.

Garland, Sarah. *Billy and Belle.* Viking, 1992
Billy is asked to take his little sister Belle with him on the day that his parents go to the hospital for the birth of their new baby. It is pet day at school, and Belle finds a spider she can take.

Gilchrist, Jan. *Indigo and Moonlight Gold.* Black Butterfly, 1993
A special bond exists between the young girl and her mother in this book. The daughter wishes she could keep the stars she sees from the porch forever and keep her mother watching from the window. But she knows that although life will change, her mother's love will always be with her.

Greenfield, Eloise. *First Pink Light.* Black Butterfly, 1991
Four-year-old Tyree refuses to go to bed because he wants to wait up and surprise his father by jumping out of a cardboard box. His mother agrees to let him stay up if he sits in a rocking chair and wait for the pink light of dawn.

Greenfield, Eloise. *William and the Good Old Days.* Harper, 1993
William knows that life has changed for him and his grandmother now that she is in a wheelchair. He remembers when she owned the neighborhood diner: how she fixed good food and how she was loved.

Haseley, Dennis. *Crosby.* Harcourt, 1996
Crosby seems to be a lonely child who takes little interest or pleasure in the people and events around him. But one day he shares the joy of flying the kite he has made by teaching a younger child how to fly it. The sharing seems to open both children to new possibilities.

Havill, Juanita. *Jamaica's Find.* Houghton Mifflin, 1986
Jamaica finds a stuffed dog at the park one day and decides to take it home.

Heath, Amy. *Sofie's Role.* Four Winds, 1992
Sofie goes to the bakery with her parents to help out on the day before Christmas. She packs orders, answers the phone, and even waits on a few customers.

Hort, Lenny. *How Many Stars in the Sky?* Tambourine, 1991
A little boy goes out into the backyard in his pajamas to count the stars, but there are too many and they keep moving. They are hard to see because of the city lights, so his father takes him out into the country to watch.

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Hudson, Wade. *I Love My Family.* Scholastic, 1993
An African American family has a joyous reunion with dancing, singing, good food, and posing for a family picture.

Hudson, Wade. *Jamal's Busy Day.* Just Us, 1996
Jamal is a child who takes school very seriously because he knows that going to school is his "job." He works hard all day attending meetings, doing research, and assisting his supervisior: all things his parents describe about their careers as an architect and accountant.

Hru, Dakari. *The Magic Moonberry Jump Ropes.* Dial, 1996
Two girls are frustrated when their friends are not available to play double-Dutch jump rope and their sister is too young to turn the ropes. Their uncle tells them he has brought magic ropes from Tanzania that can grant wishes. The girls wish for a third jumper comes true when a new family moves in next door. But the girls wonder if the ropes are really magic.

Jackson, Isaac. *Somebody's New Pajamas.* Dial, 1996
When two African American boys from different backgrounds become friends and sleep over at each other's homes, they exchange ideas about sleepwear as well as about family life.

Johnson, Angela. *Daddy Calls Me Man.* Orchard, 1997
A young African American boy is featured in four vignettes with his loving family.

Johnson, Angela. *Joshua's Night Whispers.* Orchard, 1994
Joshua is a little uncomfortable at night when the wind brings whispers into the room. He goes down the hall to find Daddy so they can listen to the night whispers together. (Board book format)

Johnson, Angela. *One of Three.* Orchard, 1991
The youngest of three sisters enjoys the things the three do together, but she resents being left behind when the two older girls say she is too young to join them. Her parents make her feel like "one of three" again when they include her in their activities.

Keats, Ezra. A *Letter to* Amy. Harper, 1968
Peter wants to surprise Amy with an invitation to his birthday party so he mails her a letter.

McKissack, Patricia. A *Million Fish ... More or Less.* Knopf, 1992
Inspired by the fish tales he has heard from Papa-Daddy and Elder Abbajon, Hugh Thomas makes up his own fish story as he walks home from a day of fishing.

Miller, William. *A House by the River.* Lee and Low, 1997
During a summer storm, Belinda and her mother climb to the attic to wait out the flooding. Belinda doesn't like the house by the river until her mother explains how hard her father worked to buy it, contrasting that with her great-grandfather's hard work as a slave.

Oppenheim, Shulamith. *Fireflies for Nathan.* Tambourine, 1994
When 6-year-old Nathan is visiting his grandparents, he enjoys hearing stories about his father, especially that his father liked fireflies because Nathan likes them, too.

Peterson, Jeanne. *My Mama Sings.* Harper, 1994
A young boy is worried when his mother loses her job and can't sing because she is so sad. He imagines a song he wants to sing to cheer her.

Pilkey, Dav. *The Paperboy.* Orchard, 1996
A boy delivers papers on his bike early in the morning before anyone else is awake. As he rides, dawn comes in bright colors. The boy and his dog return home, and the boy must pull down his window shade to keep out the light as he goes back to sleep.

Used with permission from the Wisconsin Dept of Public Instruction, "1999 Summer Library Program Manual" based on the theme, ***Go Global: Read!***, pp. 87-92.

Pinkney, Andrea. *Solo Girl.* Hyperion, 1997
Cass can't seem to learn how to jump double-Dutch jumprope. Her brothers make a rhyme to help her master a single rope, but it is Cass's own math skills that help her master double-Dutch.

Pinkney, Andrea, and Brian Pinkney. *I Smell Honey.* Red Wagon, 1997
A young girl watches as her mother prepares a meal of fried catfish, collard greens, red beans, and sweet potato pie. (Board book format)

Pinkney, Andrea and Brian Pinkney. *Pretty Brown Face.* Red Wagon, 1997
A baby boy and his father play an Afrocentric version of "Where's your nose?" (Board book format)

Pinkney, Andrea, and Brian Pinkney. *Watch Me Dance.* Red Wagon, 1997
A big sister entertains her baby brother by dancing for him.

Pinkney, Andrea and Brian Pinkney. *Shake Shake Shake.* Red Wagon, 1997
A baby boy and his sister enjoy the sounds of two shekeres as their mother watches. A shekere is an African musical instrument consisting of a gourd covered with a mesh of sea shells and string. When shaken, the beads strike and swish against the gourd. (Board book format)

Pinkney, Brian. *The Aduentures of Sparrowboy.* Simon & Schuster, 1997
Told in comic book style, this is the story of a paperboy who fantasizes that he is a hero called Sparrowboy. He imagines saving children from a dog and saving a baby bird that has fallen from its nest, and he still manages to finish his paper route on time.

Pinkney, Brian. *Max Found Two Sticks.* Simon & Schuster, 1994
Max sits on the front steps of his apartment house and doesn't feel like talking. As his neighbors greet him, he uses two sticks as drumsticks and beats out a rhythm in response.

Raschka, Chris. *Yo! Yes?* Orchard, 1993
Two lonely characters, one black and one white, meet on the street and become friends.

Schertle, Alice. *Down the Road.* Harcourt, 1995
Hetti is old enough to be entrusted with her first solo responsibility: to go into town, buy eggs, and bring them back without breaking any. She is very serious about her responsibility and does very well until she comes to an apple tree with ripe apples.

Smalls-Hector, Irene. *Jonathan and His Mommy.* Little, Brown, 1992
As a young boy and his mother take a walk through their neighborhood, their walk turns into hops, running, zigzagging, baby steps, and other fanciful steps. Their conversation matches their steps.

Stolz, Mary. *Go Fish.* Harper, 1991
Thomas and his grandfather have a strong loving relationship. They share a passion for fish: catching them, cooking them, eating them, and playing "Go Fish."

Straight, Susan. *Bear E. Bear.* Hyperion, 1995
A young girl in a mixed-race family waits for her favorite teddy bear to come out of the dryer. As she waits, she thinks about adventures they had together.

Thomassie, Tynia. *Mimi's Tufu.* Scholastic, 1996
Mimi loves to watch her family in traditional dance, classes. Her grandmother has made her a traditional African tutu, a lapa, which she, loves to wear at the classes.

Zolotow, Charlotte. *The Old Dog.* Harper, 1995
A boy's loving family helps him with his grief when he finds his dog has died during the night.

Used with permission from the Wisconsin Dept of Public Instruction, "1999 Summer Library Program Manual" based on the theme, ***Go Global: Read!***, pp. 87-92.

SPECIAL NEEDS CHILDREN AND THE ARIZONA READING PROGRAM

Involving Visually and Physically Handicapped Children in the Arizona Reading Program

SPECIAL NEEDS INFORMATION

Visually impaired or physically handicapped children in your community may want to participate in your Summer Reading Program along with their peers. The Braille and Talking Book Library can help you include them in your program.

There are a few simple things you can do to help make visually impaired children more comfortable in your library. Identify yourself when you greet someone with a visual impairment. Let the child know what you are doing and where you are going. Ask if the child needs assistance getting around the library and let the child take your arm, which allows you to be the guide. If the child becomes loud or disruptive, do not be afraid to discipline him as you would a sighted child. Do not single the child out or allow inappropriate behavior because you feel sorry for him. Just make sure that the child knows what is acceptable and unacceptable.

With a little help, visually impaired, blind, or otherwise handicapped children can participate in much of regular library programming. For story hours, select the story carefully so that understanding of the text does not depend upon illustrations. If the child can't see gestures, or facial expressions, try to include objects and tactile experiences. In some cases, if the library has volunteer helpers for story hour, the helper can sit with the child and help with gestures, etc. Parents may also wish to participate with their child. The storyteller can use hearing, touch, tasting, smelling, imagination, and emotions to encourage the listeners' interest. Visually impaired children also enjoy films or video if the films are introduced and given explanation when needed. Many children's books are printed in larger than normal print, and children who read large print may be able to enjoy summer reading if they are directed toward these books. Discuss the child's needs with the child and the parents and do not avoid words such as see, look, and read. Encourage ALL the children in your story programs to see with their "inside eyes" or use their imagination, as you tell stories.

The Talking Book Library will provide the child and the librarian with catalogs of recorded juvenile books available through our program. There are also many books recorded locally. Many are on Arizona or Southwest subjects, and many are of juvenile or Young Adult interest. Our Reader Advisors may suggest some of these, and are available for consultation by phone.

Our newsletter will encourage our readers to participate in their local library's summer reading program by using talking and Braille books. We intend to support your efforts to include these children in your programs and are available by phone every weekday from 8 a.m. to 5 p.m. at 1-800-255-5578 or, in the Phoenix area at 255-5578.

Talking Book/Braille Service Overview

What is available?

Talking books, Braille books, and catalogs of titles; talking books are complete books recorded on cassettes or records. They are circulated throughout the state by the Arizona State Braille and Talking Book Library in cooperation with the National Library Service for the Blind and Physically Handicapped (NLS), a division of the Library of Congress.

The book collection is much like that of a public library; books are selected to appeal to a wide range of reading interests. Registered borrowers receive large print catalogs and the bimonthly *Talking Book Topics or Braille Book Review* to use in selecting books they wish to read. A separate set of catalogs list books for children.

It is necessary to use the NLS playback equipment because the books are recorded at a slower speed not generally available on commercial equipment. Record and cassette players are loaned free of charge as long as library materials are being used.

Accessories for the equipment which are available for loan include: extension levers for the cassette player; special amplifier for use with headphones for hearing impaired persons; remote control unit; and solar battery charger.

There is no charge for any of the materials. Books and equipment are mailed to the reader and back to the library postage free.

Who is eligible?

Anyone unable to read conventional print, hold a book, or turn pages due to a physical limitation is eligible. This includes blind children, children whose visual disability prevents the reading of standard print material, physically handicapped children unable to handle standard print material, and children having a reading disability resulting from an organic dysfunction of sufficient severity to prevent their reading of printed material in a normal manner.

In cases of blindness, visual disability, or physical limitations, the disability may be certified and the application signed by doctors of medicine or osteopathy, ophthalmologists, optometrists, registered nurses, therapists and the professional staff of hospitals, institutions, and public or welfare agencies, or a professional librarian. In the case of reading disability from organic dysfunction, the application must be signed by a doctor of medicine or osteopathy, who may consult with colleagues in associated disciplines (such as school psychologists or learning disability teachers).

For more information about eligibility and certification, contact the Arizona State Braille and Talking Book Library at 255-5578; outside the Phoenix area, call 1-800-255-5578.

How does the service begin:

Obtain and complete an application form; eligibility must be certified before equipment can be loaned. Return the completed application to the Library. Equipment is sent to eligible patrons, and a Readers Advisor contacts each new patron to begin service, discuss reading interests, etc.

Patrons may submit request lists; or, staff will select books for patrons in the subject areas they designate. When one book is returned to the library, another is sent. They may always increase or decrease the number of books sent, place a "hold" on service temporarily, or modify their reading interest list.

For more information, contact Linda Montgomery, Director, Library for the Blind and Physically Handicapped Division:

State of Arizona
Department of Library, Archives and Public Records
Talking Book and Braille Library
1030 North 32nd Street
Phoenix, AZ 85008
(602) 255-5578
In-State WATS: 1-800-255-5578
FAX #: (602) 255-4312

SOME ADDITIONAL IDEAS FOR INCLUDING SPECIAL NEEDS CHILDREN AND TEENS

Do not forget special needs teens when choosing teen volunteers for your programs. They may participate in book reviews, helping other special needs kids, book repair, or other activities. Discuss with the volunteer what he or she would like to do and what limitations they have. You'll find that special kids can also be special volunteers!

Very young children usually need little guidance in accepting a blind child in their circle. They quickly learn to show him a toy, for example. Older children and adults sometimes have to be encouraged to invite a blind companion to join their fun. Don't assume that a disabled child cannot possibly run around or play ball. Children in wheel chairs or with canes can participate in many games with guidance. Blind players can bat a ball from a tee, or use a beeper ball. If you don't have these mechanical devices, clapping, ringing a bell, or using your voice to direct the player can be used for ball games or relays. Batting in a kickball game is easy if the pitcher stands close in, rolls the ball carefully, and calls out when he releases the ball. The blind player can run to a voice calling him on each base, or run with a friend. Blind children can also be flexible in informal play, taking someone's arm when they are actually running. Try having blindfolded games for all players, with sound or touch as the guides. Tricycle races are fun for all, just make sure that the direction in which to go is clear, and once again have a "buddy " and or sound guides. Tug of war and rope pulls are fun for all. Playing as wheel barrows, creeping over obstacles, pushing wagons, weighted boxes, etc., and doing yoga exercises such as cat, cow, or cobra can be fun for all and give a sporty tone to your activities.

What kinds of other activities are good for including children who cannot see or perhaps need to increase their grip or finger strength? Tearing paper and fabrics, squeezing water or paint from sponges or syringe medicine droppers, playing with play dough and bread dough, playing with manipulative toys, using paper hole punch, using glue sticks, tracing around cookie cutter shapes or frosting cookies, water painting with large brushes, are a few ideas. Blind children also enjoy large wooden or rubber puzzles and sand table activities. Simple cooking activities using garlic press, potato masher, stirring, sifting, etc. are easy for all young children to learn, so don't exclude your visually impaired or blind child. They may need extra assistance but be sure to consult with the parents of the child so that you don't give too much help when it is not needed.

To add awareness to your non-handicapped children, you may want to invite a person who has a guide or service dog as a companion to visit and explain its training and work. These dogs may help their owners who cannot hear or have mobility problems.

PARENT GUIDES

Some parent guides your patrons might find useful to follow.

Guide To Toys For Children Who Are Blind Or Visually Impaired, jointly produced at no cost by the American Foundation for the Blind and Toy Manufacturers of America (contact American Foundation for the Blind at (800) 232-5463.

A Toy Guide For Differently-Abled Kids, distributed at no cost by The National Parent Network on Disabilities (contact National Parent Network on Disabilities, 1600 Prince St. #115, Alexandria, VA (703) 684-6783 (V/TDD).

Materials For Blind Parents, available free from the National Federation of the Blind Materials Center, 1800 Johnson St., Baltimore, MD 21230 (410) 639-9314. This last is a set of two 1-7/8 ips two-track cassettes, tone-indexed.

For families with access to computer and modem, there are hundreds of resources for parents of children with special needs on the *Local Interagency Network Communication System*. This electronic bulletin board operates 24 hours a day. There are no registration fees. For more information, contact *PHP-The Family Resource Center for Children with Special Needs* at (408) 288-5010 (voice).

The Foundation for Blind Children is an organization in Phoenix which has many activities during the summer, usually including a Braille reading program. Contact them at 1231 E. Harmont Drive, Phoenix, Arizona 85020-3864 (602) 331-1470.

ON THE FOLLOWING PAGES are reproductions of pertinent materials distributed at a workshop entitled: SERVING THE PHYSICALLY CHALLENGED.

Parent
Information
Network

Sheryl L. Stewart
Parent Information Network Specialist
Central Arizona
4410 W. Union Hills Drive, 7-110
Glendale, AZ 85308
582-1852 Pager: 519-5752 FAX: 582-9630

Workshop for Serving Patrons with
Physical Challenges and Other Disabilities

Tempe Public Library, November 15, 1994

SEVERE EMOTIONAL DISABILITIES AND BEHAVIORAL DISORDERS

An understanding of the cause probably won't be available to you.

Yet patience to deal with these youngsters comes from understanding their problems and their needs.

First, know that the parents are most likely as frustrated as you are when the child behaves inappropriately and won't respond to "normal" discipline. Parents are not always to blame when children exhibit severe emotional disabilities or behavioral disorders.

Second, it is not a primary function of schools to teach coping and strategy skills for the real world. School staff hand out consequences for inappropriate behavior, but often don't understand the source of the child's problem.

So, remember children who behave poorly in a library most likely behave poorly at home and at school. These children are identified early by families and school staff, but little is done to help them until the intermediate grades. These children are used to being in trouble and may be "immune" to typical discipline measures such as:

1. Asking the child to sit down or be quiet
2. Diverting the child's attention to something else
3. Repeating warnings about what will happen if a rule is broken.

It may help you to understand that they don't care if they break a rule. In fact, sometimes they break rules on purpose, just for the joy of it, because that's what they know how to do best.

Finally, what happens is that behavior management becomes a priority over academic learning. Soon the teacher is forced to focus on CONTROL, and not on teaching. After all, the child can't be allowed to disrupt the class or library and disturb the other children so that they cannot learn.

Suggestions for routine problem solving:

- Use a team approach to be proactive.
- Teams foster pooling of experience and expertise.
- Develop shared responsibility for successful interventions.
- Devise a plan and implement it to provide immediate assistance for staff when the need arises.

* * * * * *

IT HELPS TO KNOW

Parents and school staff alike have a rough time teaching these children social skills.

Understand these children do not have social skills. They don't usually recognize social cues. For example, they don't recognize a look of annoyance on someone's face and know that this person is about ready to explode. They often can't tell they're being obnoxious.

In our state cultural and language barriers further compound our difficulties in reading these children.

They dislike change, or any kind of transition.

Remember, these children are used to negatives.

Often, they become angry for no apparent reason.

If you say, "Use an inside voice, please. You're disturbing the others," it probably won't make an impact. It may be a waste of your breath and time.

Often these children want to be included in a group, or participate in story hour, but they go about it all wrong. They're boisterous and don't wait to be asked to join. Instead, they brag about how good they are, or do something to call negative attention to themselves.

These children are often suspended. They're used to not being allowed to go to school. Usually there is very little support for them through counseling.

They prefer structured environments.

They're easily distracted. What's a distraction:

- something hanging from the ceiling
- voices
- music
- noise - phones, copy machines, traffic, air conditioners
- movement
- decorations on the walls

* * * * * *

OH MY GOSH, WHAT SHOULD I DO?

What do you do with these challenging little people when they're yelling at the top of their lungs, or jumping up and down during story time, or throwing books, or picking fights?

Maintain eye contact as much as possible when speaking.

Speak in short sentences. Keep your voice even and soft.
They're used to yelling and grumpy voices.

Keep instructions very simple. Pause between sentences. Watch closely to see if the child is able to concentrate on what you're saying.

Don't ask, "Do you understand?" They'll usually say yes, because they think they do understand. A better way to check for understanding is to ask, "Can you tell that back to me in your own words?"

Use lots of visual cues when instructing. It is preferable to describe something fixed and colorful on a wall.

> "The books on dragons are under the big red balloon on the wall." (Point as you look at the balloon) rather than saying: "To find the books about dragons, turn left at the third row of books."

Ask the child to accompany you to find a book. Talk to the child on the way to the shelf.

Include these children in smaller groups rather than larger groups whenever possible.

Announce any changes in schedule, routine, or room assignments as much in advance as possible.

Assign the child a task to be of assistance to you whenever appropriate. "You look like a pretty smart kid to me. How would you like to help me take things off the bulletin board?"

Avoid touching. Sometimes the children are tactile defensive. They may perceive a touch as a threat.

Act cautiously when including these children in group games, or something similar to team sports, as these types of activities are usually overwhelming.

Ask the child if he or she needs a quiet, alone place to calm down.

Focus on the positive as much as possible. Instead of saying, "Please don't write in the books." Try saying, "I'm glad you're in the library today." (Try to look sincere!) Then ask what school the child attends. After developing a little rapport with the child, explain writing in books is like destroying property, not a good thing to do.

SUGGESTIONS ON SERVING THE DISABLED

From: Serving the Disabled
By: Keith C. Wright
Judith F. Davie

PEOPLE WITH DISABILITIES:

Do Not:

Assume they want information about disabilities.

Ignore the person with the disability and
speak only to someone who is accompanying the disabled.

Assume disabled people will not be interested in sports, exercise, sex, or any other normal activity.

Do:

Find out what they want and help them get what they need in a format they can use.

Pay attention to the disabled individual; talk to them just as you would any library patron.

Allow the individual to state his or her interest and help the person to find the needed information.

PEOPLE USING A WHEELCHAIR:

Do Not:

Stand above the individual, constantly looking down on them.

Touch or offer to push the wheelchair without being asked.

Assume that all parts of the library are accessible.

Do:

Assume a position that will allow eye contact with the individual on the same level. Pull up a chair, sit down.
Remember, the chair is a part of the personal space of the individual. Use the same manners towards the person's chair, crutches or cane.

Know what parts of the library and its resources can be used by persons in wheelchairs and be ready to offer assistance by bringing materials or programs to the individual when necessary or requested.

AN OLDER PERSON

Do Not:

Assume they can see and hear as well as younger people.

Assume they will want large print items or enlarged materials.

Assume they have an interest in health and income issues.

Only allow for the normal amount of time when helping the person.

Do:

Allow for vision and hearing loss. Be prepared to speak up and to repeat words, if necessary.

Remember, an individual may not wish to admit they have a visual or hearing problem.

Let the individual tell you what he or she wants.

Allow for physical impairments which may cause the individual to take more time to move about, adjust to using a device, or carry out an activity.

HEARING IMPAIRMENT:

Do Not:

Assume every person with a hearing loss uses American Sign Language.

Speak in an exaggerated manner or much slower than usual so they can lip read.

Stand in a glare where your face cannot be seen or obstruct the view of your mouth.

Assume that you understand and are understood.

Do:

Approach the individual so he or she can see you. Ask if you can be of assistance.

Speak normally or a bit slower and be prepared to repeat that is said or write it on a piece of paper.

Keep hands, glasses, and other objects away from your mouth while talking. When in doubt about meaning, write it down.

VISUAL DISABILITY:

Do Not:

Assume that the individual knows his or her way around the library.

Imagine that the person can see the expression on your face.

Put your hand out to shake hands or touch the person without being asked to do so.

Touch or pet a seeing eye dog, even if the dog "begs" for attention.

Assume he or she will want to use your special reading machine for the blind or the talking book service.

Do:

Approach the individual so that you are facing him or her and ask if you can be of assistance.

Make sure your attitude can be heard in your voice. Put a smile, welcome, and helpfulness in your voice.

If the individual asks to be guided to a particular area, stand next to or slightly ahead of the person and ask him or her to take your arm.

Be aware of the dog and the requirement that room will need to be made for the dog in hallways, library stacks and at tables.

Find out what the individual wants. If a special machine seems appropriate, suggest it or any other special services.

Parent Information Network

Purpose of PALS (Parents Are Liaisons to Schools)

Active parent involvement with schools benefits student performance. Parent participation is needed for team decisions in special education meetings which makes it even more important for parents to be involved with their child's school. The best parent-school relationships are built on a foundation of mutual respect and trust.

Since parents are often considered as "consumers" of special education services, parent input is needed at the state level prior to finalizing the state special education plan. In 1988, in an effort to increase parent involvement in Arizona's schools, the Arizona Department of Education/Special Education Section (ADE/SES) formed a steering committee of parents called PALS. The goals for PALS include:

- providing ADE/SES with feedback on special education issues from parents in their district;
- providing assistance and support to other PALS members;
- updating local parents and special education directors regarding information ADE/SES provides, including legislation, funding, etc.;
- encouraging parents to become aware of the legislative process as an avenue of change;
- networking with their special education director following PALS meetings regarding PALS initiatives and action plans; and
- working with their local district to increase parent involvement at all levels.

How PALS Representatives Are Selected

The Arizona Department of Education/Special Education Section, identifies schools with on-going parent involvement and requests these districts to nominate parents willing to work with ADE/SES staff and regional Parent Information Network Specialists (PINS). The focus is to work toward increased parent involvement statewide. From the nominations received, PALS members are selected to represent parents of students in special education. To balance the representation, consideration is given to parents of various age students and disabilities, ethnicity and geographic region.

Role of PIN Specialists

PIN (Parent Information Network) Specialists were initially hired by the ADE/SES in March 1991, as part of a pilot project, to serve as liaisons between the PALS and parents from schools in their region, and the state. The pilot project later became an integral component of the Parent Information Network. Another role of the PIN Specialists is to provide parents with requested information on relevant special education issues. PINS are intended to be the "connection" between parents, the ADE/SES and districts, for relaying information on timely issues, training needs, etc. They are available as regional contacts for other parents by:

- providing general assistance to local parents and school administrators;
- exchanging information on ...
    - status reports for current legislation and proposed legislation
    - local or regional resources, services and other allied organizations; and
- assisting to establish or strengthen local parent support groups or special education advisory committees.

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Parent Information Network

Arizona Department of Education

Special Education

Arizona Department of Education • C. Diane Bishop, Superintendent of Public Instruction • September 1994

Parent Information
Network (PIN) Specialists

Northern Arizona
Becky Raabe
P.O. Box 3004
Flagstaff, AZ 86003
602-526-2564

Central Arizona
Rita Kenison (interim)
ADE/SES
1535 W. Jefferson
Phoenix, AZ 85007
602-542-3853

Southern Arizona
Shirley Hills-Scott
400 W. Congress, Ste. 241
Tucson, AZ 85701
602-749-3942

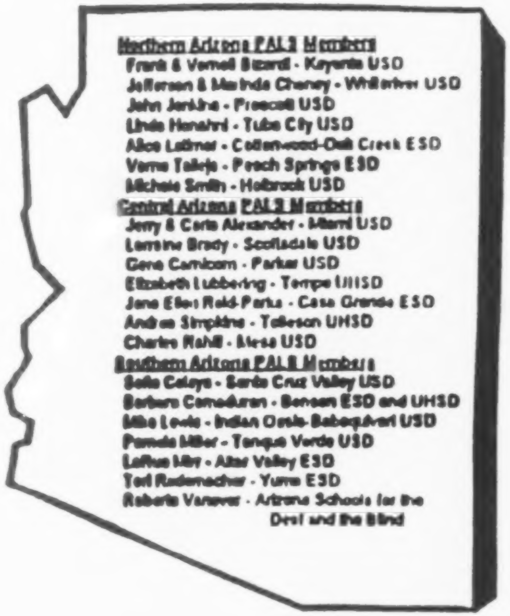
ADE/Special Education
Section Facilitators:

Rita Kenison, Coordinator
ADE/SES
1535 W. Jefferson
Phoenix, AZ 85007
602 542 3852
800 352 4558

Northern Arizona
Bill Mabelo
602 779 6717

Central Arizona
Rita Kenison
602-542-3852

Southern Arizona
Dick Dowell
602-628-6333



Northern Arizona PALS Members
Frank & Vernell Bizardi - Kayenta USD
Jefferson & Marinda Cheney - Whiteriver USD
John Jenkins - Prescott USD
Linda Honahni - Tuba City USD
Alice Latimer - Cottonwood-Oak Creek ESD
Verna Talieje - Peach Springs ESD
Michele Smith - Holbrook USD
Central Arizona PALS Members
Jerry & Carla Alexander - Miami USD
Lorraine Brady - Scottsdale USD
Gene Carnicom - Parker USD
Elizabeth Lubbering - Tempe UHSD
Jane Ellen Reid-Parks - Casa Grande ESD
Andrea Simpkins - Tolleson UHSD
Charles Rahill - Mesa USD
Southern Arizona PALS Members
Sofia Celaya - Santa Cruz Valley USD
Barbara Camaduran - Benson ESD and UHSD
Mike Lewis - Indian Oasis-Baboquivari USD
Pamela Miller - Tanque Verde USD
LaRue Mir - Altar Valley ESD
Teri Rademacher - Yuma ESD
Roberta Vanover - Arizona Schools for the Deaf and the Blind

PARENT INFORMATION NETWORK (PIN)

The Parent Information Network was formed to promote positive parent/school partnerships statewide by:

- establishing a statewide information network of parents (PALS) to support and/or respond to state special education issues;
- providing technical assistance to parents;
- increasing public awareness regarding special education issues and parent/professional collaboration;
- collaborating with professional associations, parent organizations, and the Arizona Department of Education/Special Education Section; and
- assisting educators in discovering the benefits of collaborative parent/professional involvement.

<O>

NETWORK CLEARINGHOUSE

The PIN Clearinghouse is a resource service of information available to parents, educators and support groups on topics such as:

- community resources
- disability awareness
- educational rights
- evaluation/testing
- ESY - extended school year
- IEPs - Individualized Education Program
- integration
- LRE - least restrictive environment
- mediation
- model programs
- parent support groups
- parent rights training
- conferences
- program options
- related services
- transition
- transportation
- vocational education
- vocational rehabilitation
- available resources

Resources may be requested from one of the Parent Information Network Specialists listed on the adjacent panel.

PIN Specialists are under contract to the Arizona Department of Education, Special Education Section. There are no fees for services render[illegible]thin Arizona.

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Mainstreaming Special Needs Children in the Public Library

A Bibliography

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RESOURCES IN AREA LIBRARIES FOR THE PHYSICALLY CHALLENGED

	CHANDLER 786-2310	GILBERT 892-3141	GLENDALE* 435-4901 435-4801	MARICOPA COUNTY 605-4789	MESA* 644-2207	PHOENIX* 262-4766	SCOTTSDALE* 994-2476	TEMPE 350-5511	ASU	MARICOPA COMMUNITY COLLEGES*
LARGE PRINT	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES*
BOOKS ON TAPE	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES*
CLOSED CAPTION VIDEOS	NO	NO	YES	YES	NO	YES	YES	NO	YES	YES*
DESCRIBED VIDEOS	NO	NO	NO	YES	NO	YES	NO	NO	NO	NO
TDD PUBLIC USE	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO
SCREEN ENLARGER PAC	NO	NO	NO	YES	YES	YES	NO	YES	YES	NO
PAC VOICE SYNTHESIZER	NO	NO	NO	YES	YES	YES	NO	NO	YES	NO
KURZWEIL	NO	NO	YES	NO	NO	YES	NO	YES	YES	YES/GCC
BRAILLE	NO	NO	NO	NO	NO	YES	YES	YES	YES	NO
OPTILEC	NO	NO	NO	NO	NO	NO	NO	NO	YES	YES/PVC

*CONTACT INDIVIDUAL LOCATION/BRANCHES FOR HOLDINGS

DEAF CULTURE

Many people in this country consider deafness not a physical condition but an ethnic identity. Those who accept this identity view themselves as belonging to a proud and distinctive subcultural group known as the deaf community. Composed of people, who use sign language as their primary means of communication, the deaf community has over the past 150 years developed a rich social life and folklore. Through their own efforts to meet their own needs, deaf people have organized a nationwide and international network of social, religious, athletic, dramatic scholarly, and literary organizations serving local, national, and international memberships. Every four years, for example, the World Games for the Deaf (the Deaf Olympics) brings together deaf athletes from many countries to compete for international prizes.

Like any true subcultural group, the deaf community adheres to certain particular social norms and values which are passed from generation to generation. Unlike other subcultural groups, however, the deaf community recruits its members in a unique fashion. In general, human culture is passed down within families. But because 90% of deaf children have two hearing parents, only a minority of deaf community members acquire their cultural identity and distinctive social skills at home. Most deaf children learn about the deaf subculture in schools for the deaf, from other children, teachers, and houseparents. Nonetheless, the deaf community is quite cohesive, with a high percentage of members marrying within the group.

A number of people have begun to study deaf folklore and folklife. They have collected jokes, legends, games, riddles, etc., based on sign language and the experiences of deaf people. In addition, linguists have isolated some of the characteristics and values of deaf culture. The following list outlines some of these characteristics.

1. Membership is based on deafness. Members have little or no hearing and define themselves as deaf.
2. There is a heavy emphasis on vision. American Sign Language, a visual mode of communication, is the language used within the deaf community. Members gain the vast majority of their information through their eyes and make a point of observing closely what is happening around them.
3. There is a specific set of social norms. Members follow certain social habits that are somewhat different from the general society. Among these are the following:
    - a Members do not geneally use their voices with deaf friends, but will with hearing persons. In fact, many members of the deaf community dissociate themselves from speech.
    - b Members will wave, tap, or throw a small piece of paper to attract a person's attention.
    - c Members will talk (i.e., sign) with food in their mouths.
    - d Members use a variety of devices to replace ordinary alrm clocks, door bells, telephones, fire alarms, etc.
4. Members place a strong emphasis on fostering and maintaining social ties within the community.

The accepted form of etiquette within the deaf community is slightly different from that of the hearing community. Deaf culture, for example, has no prohibition against staring because it is necessary for effective sign communication. The hearing culture, however, considers staring to be rude.

Research on the deaf community, its values, mores, and folklore, is in its infancy. Several social scientists are presently working to develop a more detailed and accurate picture of this distinctive way of life.

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SPECIAL ELECTRONIC DEVICES

Many kinds of helpful devices have been developed for people who have hearing problems. The most commonly used ones are described below:

- **Hearing Aids:** Hearing aids are miniature electronic amplifiers that can help a great number of people with hearing problems. They work by increasing and controlling sound intensity and by expanding the range of tones a person hears.
- **Signaling Devices:** These devices give off light or vibrations to alert people to the presence of sound. To deaf people they are a substitute for hearing sound. For example, people with severe hearing loss use alarm clocks with flashing lights or vibrators attached. Flashing lights can also alert a deaf person to the ringing of the telephone or doorbell, to the sound of the smoke detector, or to the cry of a baby.
- **TDD's**: A TDD is a "telecommunication device for the deaf." TDD's have a keyboard similar to a typewriter or computer. They can be used to communicate over the telephone with anyone else who has a TDD. This communication device is becoming more and more widespread. The TDD enables deaf people to call airlines, hotels, many stores and businesses, and even their representatives in Congress. TDD's are also used by many hospitals, police departments, and other emergency services.
- **Telecaption Decoders:** Special decoding equipment that will generate words on a television screen can be attached to any TV. The words that appear on the screen are called captions. If a television program is "closed captioned," it means that you must have a special telecaption decoder in order to see the words. Not all television programs are captioned, but the number of hours of "closed captioned" programming is steadily increasing.

JOB SKILLS OF DEAF WORKERS

Deaf adults can do any kind of job except those jobs that are primarily dependent on hearing sounds. Aside from jobs like telephone operator, piano tuner, or opera singer, deaf people can and do work in nearly every kind of job today. Deaf people have become doctors, dentists, nurses, lawyers, machine operators, printers, scientists, business executives, computer programmers, writers, editors, psychologists, teachers and mathematicians. In addition to these areas, deaf people are employed in many other fields. The U.S. Federal Government is the largest single employer of deaf persons.

COMPLIMENTS OF:
Arizona Council For The Hearing Impaired
1400 West Washington 1st Floor
Phoenix, Arizona 85007
Tele: (602) 542-3323 Voice/TTY
520 area code (800) 352-8161

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DEAFNESS

Some people are born deaf. They cannot hear their friends' voices, the birds singing, or beautiful music. They are not frightened by loud thunder or a dog barking. Since they cannot hear human speech, deaf people have difficulty learning to understand spoken language and to speak well themselves.

Approximately 16 million Americans are Hearing impaired, that is, they have some degree of hearing loss. People who are hearing impaired may be either deaf or hard of hearing. Deafness refers to a degree of hearing loss that makes it difficult or impossible for a person to understand speech. Hard of hearing refers to people who have a moderate or severe hearing loss but are usually able to understand speech.

WHAT CAUSES DEAFNESS?

People can develop or be born with a hearing impairment. A variety of causes can create this condition. Five of the major causes of deafness and hearing loss are described below.

- **Birth Defects:** An infant's hearing can be damaged even before birth. An example of this is deafness caused by the mother contracting certain diseases such as German measles (also called rubella) during her pregnancy. An expectant mother's dependence on chemical substances (drugs, for example) can also damage or destroy her baby's hearing.

- **Injury or Noise:** A severe blow to the head or exposure to excessive noise can physically damage hearing structures. Research has shown that even loud music can damage hearing. Some warning signs that the music you are listening to is too loud are; you have to raise your voice to be heard; you cannot hear someone less than two feet away from you; speech area, or you have pain or ringing in your cars after exposure to the music.

- **Disease:** Childhood diseases such as measles, mumps, and chicken pox can cause hearing loss. Infection, accompanied by high fever, can damage the hearing at any age.

- **Heredity:** Certain inherited characteristics can make a person more susceptible to diseases and defects that affect the ear and the ability to hear. Deaf parents are somewhat more likely to give birth to deaf children,

- Aging: "Presbycusis is the term used to describe the progressive deterioration of hearing in older people. It is a natural part of the body's aging process. But just as some people get gray hair more slowly than others, some individuals may feel the effects of Presbycusis later and less severely than others.

EXCHANGE SITES

State TTY Distribution Program/State Loaned TTYs

Apache Junction
Apache Junction Police Department
1001 N. Idaho Road. 85219
Communications-Sgt. Schultz
(602)982-8260

Casa Grande
Casa Grande Police Department
520 N. Marshall, 85222
Steve Cantrell
(520)421-8700

Cottonwood
Cottonwood Police Department
816 N. Main Street, 86326
Roseanne Jackson
(520)634-4246

Chandler
Chandler Police Depanment
250, E. Commonwealth Avenue, 85225
Front Desk
(602)786-2569

Flagstaff
Flagstaff Police Department
120 N. Beaver, 86001
John Fairchild
(520)556-2313

Globe
Globe Emergency Services
1400 E Ash, 85501
Mariano Gonzalez, Jr.
(520)425-3231

Holbrook
Navajo County Complex
Highway 77 South, 86025
Lt. Clark
(520)524-4050

Kingman
Kingman Police Department
2730 E. Andy Devine, 86401
Muriel Campbell
(520)753-2191

Lake Havasu
Lake Havasu Police Department
2360 McCulloch Boulevard, 86403
Wayne Adams
(520)855-1171

Mesa
Mesa Police Department
130 N. Robson, 85201
Front Desk
(602)644-2324

Overguard
Navajo County Sheriff's Office
2055-A Lumber Valley Road, 85933
Lt. Clark
(520)535-4616 Contact Holbrook site

Page
Page Police Department
547 Vista Avenue, 86040
Louise
(520)645-2463

Payson
Payson Police Department
303 N. Beeline Highway, 85541
Della Bradley
(520)474-5177

Phoenix - North
Scottsdale Police Department
9065 East Via Linda, 85258
Gail Denny
(602)391-5669

Phoenix-Central
Council for the Hearing Impaired
1400 W. Washington, Rm 126, 85007
(602)542-3323

Phoenix-West
West Phoenix Fire District
4010 N. 63rd Ave., 85033
Frances
(602)262-7589

COMPLIMENTS OF THE ARIZONA COUNCIL FOR THE HEARING IMPAIRED

ASSISTIVE LISTENING DEVICES-SYSTEMS RESOURCES

Note: This is not a comprehensive list. If your organization distributes ALDS and is not listed, please contact ACHI.

METRO PHOENIX

A.S.U. SPEECH & HEARING CLINIC
(FM Systems)
Tempe, 85287-0102
965-2373V

ABILITY COMMUNICATIONS
(Various Devices, TTY Paper, Novelty Items, Books)
P.O. Box 6659 Glendale, 85312-6659
800-700-9695 V-TTY
602-412-3272 V-TTY

CIGNA HEARING CENTERS:

13041 N. Del Webb Blvd., Sun City, 85351
876-2101 V-876-2199 TTY

1111 S. Stapley Dr., Mesa, 85204
464-6870 V – 464-6877 TTY (Showroom)

6811 E. Superstition Springs, Mesa, 85208
641-4000

DOV TECH
(Various Devices TTY Repair)
1245 W. Guadalupe, Ste. B6-289 Mesa, 85202
777-2628 TTY 777-2627 Fax

EAST VALLEY HEARING CENTERS:

(Various Devices)
6744 E. Broadway, Ste. C5, Mesa, 85206
830-0994 V

2058 S. Dobson, Ste. 9, Mesa, 85202
730-6024 V

JC PENNY CATALOG
(Phone Devices)
800-527-7889 TTY or 800-222-6161

RADIO SHACK STORES
(Phone Devices)

SEARS HARING AID SYSTEM CENTERS
(Various Devices)
Fiest Mall, 1425 W. Southern, Mesa 85202
649-8474 V

Los Arcos Mall 1313 N. Scottsdale, 85257
840-0038 V

Paradise Valley Mall, 4604 E. Cactus, Phx. 85032
953-1422 V

TUCSON

CAROL CROUSE
5161 W. Monte Carlo Dr., Tucson, 85745
8848-9557 V-TTY

HEARING BY ELECTRONICS
(Sam & Carol Alimena)
4201 Crestview Rd., Tucson, 85745
743-0900 V-TTY

RADIO SHACK STORES
(Phone Devices)

Revised 3-19-98

Call your closest site for information and directions or call ACHI for more training.

Prescott
Police Department
2221 South Marina, 86303
Lt. Benner
(520)778-1444

Safford
Safford Police Department
523 10th Avenue, 85546
Teresa Bigler
(520)428-3141
(520)428-2487

Show Low
Show Low Police Department
(520)537-5091
150 N. 6th Street, 85901
Virginia Young
(520)537-8346 Fax

Sierra Vista
Sierra Vista Police Department
911 N. Coronado, 85635
Susan Mercier
(520)458-3311
(520)458-3563 Fax

St. Johns
County Sheriff's Office
370 South Washington Street, 85936
Matrese Avila
(520)337-4321

Tempe
Tempe Police Department
120 East 5th Street, 85281
Karen Allen
(602)966-6211

Tucson-North
Oro Valley Police Department
11000 N. LaCanada Drive, 85737
Maggie Williams
(520)742-5474

Tucson-Central
270 S. Stone Avenue, 85701
Tom Daeffler
(520)791-5351

Tucson-South
Pima County Sheriff Office
(520)741-4777
1750 E. Benson Highway, 85714
Katherine Poulsen

Wickenburg
Wickenburg Police Department
155 N. Tegner Street, 85390
(520)684-3152

Winslow
Winslow Police Department
215 Taylor, 86047
Mary Ann Smith
(520)289-2091

Yuma
Yuma Police Department
1500 South 1st Avenue, 85364
Robin Gross
(520)343-8810

WHERE TO ORDER ASSISTIVE DEVICE CATALOGS

Assistive Communication
7346 S. Alton Way, Suite E.
Englewood, CO 80112
(800) 859-8331 TTY-V

General Technologies
7415 Winding Way
Fair Oaks, CA 95628-6701
(800) 328-6684 TTY-V

HARC Mercantile, LTD.
3130 Portage Street
P.O. Box 3055
Kalamazoo, MI 49003-305
(800) 445-9968 V
(800) 413-5245 TTY

Harris Communications, Inc.
6541 City West Parkway
Eden Prairie, MN 55344-3248
(800) 825-6758 V
(800) 825-9187 TTY

Hal-Hen Company, Inc.
35-53 24th Street
Long Island, NY 11106
(800) 242-5436 V

HEAR-MORE, Inc.
P.O. Box 3413
Farmingdale, NY 11735
(800) 881-4327 V-TTY

HITEC
8160 Madison
Burr Ridge, IL 60521
(800) 288-8303 V-TTY

Potomac Technology, Inc.
One Church Street Suite 402
Rockville, MD 20850
(800) 433-2838 V

LS & S Group
P.O. Box 673
Northbrook, IL 60065
(800) 468-4789 V
(800) 317-8533 TTY

Soundbytes
(800) 667-1777 TTY-V
http://www.soundbytes.com

Sound Involvment
6529 Colerain Ave., Suite A
Cincinnati, OH 45329
(800) 443-2353 V

Williams Sound Corporation
10399 W. 70th St.
Eden Prairie, MN 55233-3459
(800) 328-6190

Wilner-Greene Associates, In[illegible]
449 Forest Avenue Plaza
Portland, ME 04101
(800) 634-4327

**This is not a conclusive listing
***Compliments of the Arizona Council for the Hearing Impaired*

Sprint®

ARIZONA RELAY SERVICE

1-800-367-8939 (TTY/ASCII)
1-800-842-4681 (Voice)
1-800-842-2088 (Spanish-TTY/Voice)
1-800-842-6520 (Speech to Speech)
1-900-346-3323 (900 Services)

24 hour Customer Service
1-800-676-3777 TTY/Voice
1-877-877-3291 FAX

E-Mail
SPRINT.TRSCUSTSERV@MAIL.SPRINT.COM

ARIZONA DIRECTORY OF SIGN LANGUAGE/ORAL INTERPRETERS

INTERPRETER REFERRAL SERVICES

COMMUNICATION ASSISTIVE DEVICES

1995/96

This directory is provided by the Arizona Council for the Hearing Impaired as a public service. The Council claims no responsibility for the services rendered by individuals listed within. Our intent is to provide the public a current resource listing of sign language/oral interpreters and communication aids for the deaf and hard of hearing in Arizona.

For additional directories call 1-800-352-8161.
This publication is funded by the Governor's 10% Discretionary Program.

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WHERE TO FIND INTERPRETERS

Interpreters that are certified or rated at different skill levels live throughout the state of Arizona. Typically, there are more interpreters available in the metropolitan area than in rural areas. Some interpreters may not have a certificate or rating but have experience and can provide interpreting service depending on their skill and knowledge. For rural areas, ask the deaf person if they know someone who will be able to interpret, then call that person to set up an appointment. **Do not ask the deaf person to bring the interpreter**. State agencies are advised to use the state interpreting contract and contact the contractors as listed in Appendix A.

INTERPRETER REFERRAL SERVICES

PHOENIX

Freelance Interpreting Service
(602) 595-9515 voice
(602) 595-9516 TTY
(602) 239-1820 pager

Statewide Interpreting Sevice
(602) 973-8072 TTY V
(602) 590-3919 pager

Valley Center of the Deaf
(602) 267-1921 TTY/V
Day and 24-hour emergency

TUCSON

Community Outreach Program
for the Deaf
(520) 791-1906 TTY/V
(800) 234-0344

Sign Language Services
(520) 792-9525 TTY/V
(520) 793-2326 Pager

ARIZONA STATE LAW

CHAPTER 17.1
COUNCIL FOR THE HEARING IMPAIRED

Section	
36-1941.	Establishment of council; membership; appointments; terms; meetings; compensation; definitions.
37-1942.	Executive secretary; duties.
36-1943.	Duties.
36-1944.	Repealed.
36-1945.	Gifts and donations; annual report.
36-1946.	Interpreters for the deaf; duties of council.
36-1947.	Telecommunication devices for the deaf and the hearing and speech and speech impaired; administration; fund.

Chapter 17.1, consisting of Article 1, §36-1941 to 36-1945, was added by Laws 1977, Ch. 171, § 18, effective August 27, 1977.

Laws 1985, Ch. 96, § 1 substituted "Council for the Hearing Impaired" for "Council for the Deaf" as the heading for this chapter.

§36-1946. Interpreters for the deaf; duties of council

The council shall approve certificates of competency issued by any public or private organization or institution which the council finds meets standards necessary to achieve the purpose of §12-242. Added by Laws 1982, Ch. 258, §3.

FEDERAL LAW

Federal Law and Regulations that Prescribe the Accommodations of Interpreter Services that Shall be Made by Recipients of Direct or Indirect Federal Financial Assistance:

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 79 provides that:

"...no otherwise qualified handicapped individual in the United States shall, solely by reason of their handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Sign Language Interpreters are specifically mandated as an accommodation pursuant to Section 504, 28 C.F.R. Part 42, Subpart G. Any entity having questions or needing assistance regarding compliance with Section 504 and the Regulations may contact the Civil Rights office in San Francisco, California.

AMERICANS WITH DISABILITIES ACT (ADA)

This is a federal law which stops discrimination against people with disabilities. It applies to:

- private and public employer (Title I)
- state and local government agencies (Title II)
- places of public accommodations (Title III)
- telephone companies (Title IV)

For individuals who are deaf or hard of hearing they must provide "auxiliary aids and services" to ensure effective communication. The Department of Justice lists various types of auxiliary aids as:

Qualified interpreters, notetakers, computer-aided transcription services, telephone handset amplifiers, assistive listening systems, closed caption decoders, TDDs and other methods that make aurally delivered materials available to individuals with hearing impairments. 28 C.F.R. 35.104; 28 C.F.R. 36-3.3 (b)(1).

It is not possible to list every possible auxiliary aid or service. The most important thing to consider is what the person needs in order to communicate effectively in a particular situation.

APPENDIX A

STATE CONTRACT FOR SIGN LANGUAGE INTERPRETING SERVICES

The contractor shall provide qualified sign language interpreters to the State of Arizona. A qualified interpreter is defined as "an interpreter who is able to interpret effectively, accurately and impartially both receptively and expressively using any necessary specialized vocabulary". Services shall be provided by all State Agencies, boards and commissions within the State of Arizona, as well as all eligible political subdivisions.

For questions regarding the state contract, contact Susan Bayer, State Procurement office at (602) 542-5511.

CONTRACTOR:

No. A5-0036-001
Catholic Community Services
Marie Tavormina
TWO LOCATIONS:

TUCSON: COPD
(520) 792-1906

PHOENIX: VCD
(620) 267-1921

No. A5-0036-002
Freelance Interpreting Service
Scottsdale: (480) 991-7587

No. A5-0036-003
Sign Language Services
Tucson: (520) 792-9525

APPENDIX B

ARIZONA RELAY SERVICE

800-347-1695 FOR TTY CALLERS
800-896-3686 VOICE CALLERS

The Arizona Relay Service (AZARS) provides 24-hour, 7 days a week telecommunication access between TTY and non-TTY users. All calls are strictly confidential. Conversations are read and/or typed word for word.

H0W TO USE THE ARIZONA RELAY SERVICE

1. Dial the 1-800 number. The Communication Assistant (CA) will answer with their ID NUMBER. After the CA responds, give the phone number of the party you wish to call. You can provide the name of the party you wish to call, no other information is required. After the connection is made, everything is said and read, including comments, background noises, etc.

2. For first time users, the CA will explain how to use the relay service.

3. For Long Distance Calls, the charges are billed directly to your phone number unless you ask the CA to bill it differently.

4. The relay service offers Voice Carry Over (VCO) for individuals who are hard of hearing and prefer to speak for themselves, and Hearing Carry Over (HCO) for hearing individuals who have a speech disability.

5. For more information about the Arizona Relay Service which is operated by MCI contact customer service at 800-347-1695 TTY or 800-896-3638 Voice.

CONVERSATION ETIQUETTE

GA	**When one person is typing, the other reads. When you are finished typing and want the other to respond, you type GA**
Go to SK	**To say good-bye and allow the other person to say any last words before ending the conversation**
SKSK	**To end the conversation, type SKSK**

INTRODUCTION

This directory serves as a reference for businesses, organizations, institutions, agencies and service providers needing interpreter services or auxiliary aids to communicate with people who are deaf or hard of hearing. People who are deaf or hard of hearing require what is called **Auxiliary Aids** to communicate effectively in matters concerning legal, financial, employment, medical or other situations.

This directory will assist the user by:

1. **Defining deaf and hard of hearing**
4. **Identify Auxiliary Aids and where to obtain them**
2. **Identifying where interpreting services can be obtained**
3. **Listing qualifications and levels of certification**
5. **Referencing state and federal laws**

This directory is compiled, published and distributed free by the Arizona Council for the Hearing Impaired, an information and referral agency according to A.R.S. 36-1943 to 36-1 945.

ARIZONA COUNCIL FOR THE HEARING IMPAIRED
1400 WEST WASHINGTON
PHOENIX, ARIZONA 85007
602/542-3323
1-800-352-81 61
in AZ only

SEA TO SHINING SEA, SUMMER READING PROGRAM, 2000

FICTION

Adler, C. S. *Carly's Buck.* Published: 1987. Young Adult Juvenile Short. Level: 6-9. RC 27836. Female Reader: Mullen, Anne.
Carly, angry with her father for remaining aloof as her mother died of cancer, has left Los Angeles and gone to live with her aunt and uncle in a small town in the Adirondack Mountains. There with Chet, her neighbor and classmate, she sees a family of deer close up and is awed by their beauty. She decides that she must save "her deer" during the upcoming hunting season. Grades 6-9.

Aliki. *Those Summers.* Published: 1996. Juvenile Short. Level: P-2. RC 43608. Female Reader: Toren, Suzanne.
A tone poem describes an extended family's summers at the seashore sharing a big shady house. The children spend their days playing at the beach, there evenings on the boardwalk, and rainy days reading and playing games. For preschool-grade 2.

Armer, Laura Adams. *Waterless Mountain.* Published: 1931. Juvenile Short. Level: 5-8. MoreTBNs. RC 16608. Male Reader: Bateman, Dennis.
A poetic story of a contemporary Navajo boy in training as a Medicine Priest. His years of training in the ancient religion bring him many adventures: he guides some engineers to water on Waterless Mountain; he rescues a white boy lost in a sandstorm; and he finds ancient treasures hidden in a cave by his ancestors. For grades 5-8. Newbery, Medal.

Armstrong, Jennifer. *The Dreams of Mairhe Mehan* (#1). Published: 1996. Young Adult Juvenile Short. Level: 6-9. RC 43472. Avail: (Az1a) 5. Female Reader: Schraf, Kimberly.
The tragic tale of an Irish immigrant family in Washington, D.C., during the Civil War. When her beloved brother enlists in the union army, Mairhe schemes to purchase his release from service. As the war takes its toll, Mairhe experiences an epiphany that changes her life. For grades 6-9 and older readers.

Baker, Betty. *Latki and The Lightning Lizard.* Published: 1979. AZC 01422. Juvenile Short. Level: 2. Female Reader: Miller, Shirley.
A resourceful young girl rescues her older sister from the magical lightning lizard with the aid of an eagle, a lion, and an ant. Grades 2-4.

Battle-Lavert, Gwendolyn. *Off To School.* Published: 1995. Juvenile Short. Level: K-3. RC 42495. Female Reader: Mccurty Ali, Camille.
Wezielee wants to go to school, but she has to wait until harvest is over. Her whole family helps her sharecropper parents, and now its Wezielee's turn to cook. But because her mind wanders to thoughts of school, Wezielee keeps ruining the lunchtime meals. For grades K-3.

Beatty, Patricia. *Something To Shout About.* Published: 1976. Juvenile. Level: 5-8. RC 16031. Female Reader: Johnson, Kathi.
RC ---The town fathers of a fledgling gold-mining town in Montana Territory set aside a refurbished chicken coop for the town school. The women of the community, outraged by the decision, raid the town's thirty-eight saloons to collect money for a real school. A rollicking story based on fact. For grades 5-8.

Beatty, Patricia. *Turn Homeward, Hannalee.* Published: 1989. Young Adult Juvenile Short. Level: 6-9. RC 30937. Female Reader: Cundiff, Kerry.
The life of twelve-year-old Hannalee Reed, a mill worker in Georgia, has been drastically altered by the Civil War. Her father has died, and her brother Davie is off fighting in Virginia. Then Sherman's men overrun her hometown, burn the textile mill, and ship the workers North. Hannalee, her ten-year-old brother Jem, and Dave's sweetheart Rosellen are among them. But Hannalee is determined to make her way home again. Grades 6-9.

Blume, Judy. *Just As Long As We're Together*. Published: 1987. Young Adult Juvenile Short. Level: 6-9. More TBNS. RC 27474. Female Reader: Byrd, Carolyn.
Stephanie, age 12 and on the verge of entering junior high, has just moved into a new house closer to her long-time best friend Melanie, while her father is on the West Coast on what she believes is an extended business trip. When Stephanie learns the truth about her father's absence, she becomes depressed and bitter, gets fat, and attempts to hide her family's problems. Grades 6-9.

Boutis, Victoria. *Looking Out*. Published: 1988. Young Adult Juvenile Short. Level: 6-9. RC 33733. Female Reader: Giannarelli, Laura.
Ellen Gerson's family has a secret that no one in her small mill town of Fairmore Hills, PA., knows about yet. Maybe if Ellen wears a poodle skirt and carries a notebook with Eddie Fisher on the cover and makes friends with Judy Dean, the most popular girl in school, no one will suspect that her parents belong to the Communist Party. Her parents are protesting the imprisonment of Julius and Ethell Rosenburg. For grades 6-9. Jane Addams award.

Branscum, Robbie. The Saving of P. S. Published: 1977. Juvenile Short. Level: 5-8. RC12291. Female Reader: Rae, Mary.
A spunky Arkansas girl who does not want her widowed preacher father to marry a city woman uses all the dirty tricks she can think of to sour their love. Grades 5-8.

Buchanan, Ken. *This House Is Made Of Mud*. Published: 1991. Juvenile Short. Level: K-3. AZCO 1813. Female Reader: Brock, Lois.
A family builds an adobe house in the southwestern desert. K-3.

Burns, Olive Ann. *Cold Sassy Tree*. Published: 1984. Adult, Young Adult Long. More TBNS. RC 39112. Avail: (AZIA) 6. Male Reader: Bateman, Dennis.
Just three weeks after granny's death, Will Tweedy's grandpa marries the pretty, thirtieths town milliner, Miss Love Simpson. It's 1906 and the town of cold sassy, Georgia, is shocked. Fourteen-year-old Will takes it all in his grandpa's rejuvenation and cold sassy's reaction-while he experiences some major life changes of his own. RRCD RD23090. For high school and older readers.

Buss, Fran. *Leeper Journey of the Sparrows*. Published: 1991. Adult, Young Adult Short. RC 39970. Female Reader: Komorn, Sharon Lauve.
Life in El Salvador was unbearable for the Acosta family after papa, and daughter Julia's, husband were killed. So while mama and the baby hide in Mexico, fifteen-year-old Maria, Julia, their little brother, and a stranger flee to the states nailed in a crate on the back of a truck. Because this is illegal, they have to be very careful. But with the help of kind people, they begin a new life in Chicago. For high school and older readers.

Byars, Betsy (Cromer). *The House of Wings*. Published: 1972. Juvenile Short. Level: 5-8. More TBNS. RC 41134. Male Reader: Askey, Bob.
Sammy is horrified when his parents decide to leave him with his grandfather until they settle in Detroit. His grandfather is weird and Sammy hates him. But as they care for an injured crane together, Sammy learns to respect and love the old man. For grades 5-8. Rerecord, of RD 6090.

Champion, Joyce. *Emily And Alice (#1)* Published: 1993. Juvenile Short. Level: P-2. RC 41390. Female Reader: Cundiff, Kerry.
Emily looks out the window and sees a new family moving in. Best of all, they have a little girl with long black hair and pink sandals! But as Emily runs over to meet her, she begins to worry. What if the new girl doesn't want a friend with red hair and striped knee socks? Prequel to'Emily and Alice again' (RC41391). For preschool-grade 2.

Chin, Frank. *Donald Duk*. Published: 1991. Adult, Young Adult Short. RC 34553. Male Reader: Stratton, John.
Twelve-year-old, *Donald Duk,* hates his cartoon name and his Chinese-American heritage, preferring to envision himself as the tap-dancing Fred Astaire. As Chinese New Year approaches, with constant reminders of his culture, Donald dreams about his ancestors working on the railroads. The truths he learns from the dreams and his father's lectures give Donald a history very different from the one taught in his private school. For high school and older readers.

Clapp, Patricia. *The Tamarack Tree*. Published: 1986. Young Adult, Juvenile.Short. Level: 6-9. RC 27838. Avail: (AZIA) 5. Female Reader: Baltes, Joan.
At thirteen, Rosemary Leigh comes from England to Vicksburg, Mississippi, where four years she enjoys the life of a Southern Belle. When union forces besiege Vicksburg in 1863, She starts a diary telling of her life in the south, the conflict between love for her southern friends and Her moral outrage against slavery, and the hardships of the siege. For grades 6-9.

Cleary, Beverly. *Henry Huggins*. Published: 1990. Juvenile Short. Level: 3-6. More TBNS. RC 35642. Avail: (AZIA) 4. Female Reader: Buzzard, Madelyn.
A tonsillectomy and a broken arm are the most exciting things in Henry Huggins' life until a hungry old mutt begs for Henry's ice cream cone and a home. For grades 3-5. RRCD RD8130.

Cleary, Beverly. *Ramona Forever*. Published: 1984. Juvenile Short. Level: 3-6. More TBNS. RC 23106. Female Reader: Buzzard, Madelyn.
Ramona Quimby's year in 3rd grade is filled with discoveries and two surprises--one of them very big and the other very little! To share with older readers 3-6.

Cleaver, Vera & Bill *Dust Of The Earth* Published: 1975. Juvenile Short. Level: 6-9. RC 11959. Female Reader: Cire, Barbara.
Fourteen-year-old Fern tells the story of her cantankerous family move to a farm they inherit in the badlands of South Dakota. For grades 6-9 as well as older readers.

Coville, Bruce. *How I Survived My Summer Vacation*. Published: 1988. Juvenile Short. Level: 3-6. RC 45727. Male Reader: Tipton, Gary.
When Stuart Glassman, 11, sees an ad for Camp Haunted Hills, he begs his parents to let him go. But when the time arrives, Stuart begins to reconsider his decision. Stuart is even more disturbed after he arrives and meets Robert Campbell, a counselor from 1941, who just happens to walk through things. For grades 3-6.

Creech, Sharon. *Walk Two Moons* Published: 1994. Juvenile Short. Level: 3-6. More TBNS. RC 39621. Female Reader: Pardee, Martha Harmon.
A year ago, Sal's grieving mother left Sal and her father to visit Idaho and never returned. Sal's father has accepted that his wife is not coming back, but Sal has not. As she and her grandparents' travel to Idaho to find her mother, Sal tells them an extensively strange story about her new friend Phoebe, whose mother also disappeared. Sal gets to walk two moons in her mother's moccasins. Grades 3-6 and older readers. Newbery medal winner.

Cross, Gillian. The Great American Elephant Chase. Published: 1993. Young Adult Juvenile. Level: 5-8. RC 36814. Female Reader: Dulaski, Ilona.
America, 1881. Fifteen-year-old Tad Hawkins, a lonely orphan, is thrilled when showman and huckster Michael Keenan brings an elephant named Khush to town, and hires him to care for Khush. When Keenan is killed in a railway accident, his daughter, Cissie, persuades Tad to help her take Khush across the country to Nebraska. Two unsavory characters that claim they bought the elephant before Keenan died pursue Tad and Cissie. Grades 5-8 and older readers.

Cummings, Priscilla. *Chadwick and The Garplegrungen. (#2).* Published: 1987. Juvenile Short. Level: P-2. RC 27962. Female Reader: Buzzard, Madelyn.
Although Chadwick enjoys being a star at the Baltimore Aquarium, when he gets a letter from his friends in the Chesapeake Bay telling him that Matilda the egret and the entire bluefish patrol have fallen ill. He goes home at once. It seems as if the Garplegrungen (pollution) that people have been dumping into the bay is about to make everyone sick unless Chadwick and his friends can find a way to save the bay. For Preschool-grade 2.

Dalgliesh, Alicethe. *The Bears On Hemlock Mountain* Published: 1952. Juvenile Short. Level: 2-4. More TBNS. RC 40773. Male Reader: Horton, John.
Jonathan's mother has invited twenty members of the family for dinner, and she needs to borrow a big iron pot from Aunt Emma, who lives on the other side of Hemlock Mountain. Although his mother says there are no bears on Hemlock Mountain, Jonathan is not sure he wants to go over the mountain alone to get the pot. When darkness falls and the animals come out of the forest, Jonathan learns to be brave. For grades 2-4. Rerecord, of RD 6249.

Defelice, Cynthia. *Lostman's River*. Published: 1994. Juvenile Short Violence. Level: 5-8. RC 46744. Male Reader: Sandvold, Erik.
When Tyler MacCauley agrees to guide the naturalist, Mr. Strawbridge, to find samples of the everglades wildlife in 1906, he is looking forward to the money he will earn for his mother. Tyler knows about the dangers from alligators, but it turns out that humans pose a worse threat. Some violence. For grades 5-8.

Demuth, Patricia. *Joel, Growing up A Farm Man*. Published: 1982. Juvenile Short. Level: 4-7. RC 22127. Male Reader: Brewster, Carl.
A year in the life of Thirteen-year-old Joel Holland, an Illinois farmboy whose skills are already those of a man. Learning from his father and his older brothers Joel cares for livestock, repairs machinery, and harvests crops on the land that his great-great-grandfather bought in 1860. For grades 4-7 and older readers.

Dorris, Michael. *Guests*. Published: 1994. Juvenile Short. Level: 3-6. RC 40769. Male Reader: Moore, Bob.
Moss, a Native American boy, is annoyed with his father for inviting strangers to the village harvest festival. Then he meets trouble, a runaway girl who is also unhappy about the rules she is expected to follow. Moss dashes into the forest to spend some away time, but after he thinks about how he feels and what is expected of him, he decides to join the celebration. Still asking questions, he begins to listen for answers. For grades 3-6.

Estes, Eleanor. *The Moffats*. Published: 1941. Juvenile Short. Level: 3-6. More TBNS. RC 22178. Female Reader: Dorflinger, Phyllis.
The humorous adventures of the Moffat children and their mother on new Dollar Street in Cranbury, Conn. It's strange that the Moffats should live on new dollar street because they don't have much money. But the four children enjoy lively adventures with their family and friends. A classic story for grades 3-6 to share with older readers. Rerecord of TB1022.

Fahrmann, Willi. *The Long Journey of Lukas B*. Published: 1985. Adult, Young Adult. Level: J&S. RC 24263. Male Reader: Wieck, Randy.
In the 1870s, Fourteen-year-old Lukas leaves his Prussian Village to go to America with his grandfather Friedrich, a master carpenter, and his crew. They hope to make their fortunesand then return home. En route Lukas learns that his father, a painter who mysteriously disappeared, may be in America also. Easy reading for junior and senior high readers and adults.

Fast, Howard Melvin. *April Morning, A Novel*. Published: 1961. Young Adult Short. Level: J&S. MoreTBNS. RC 43072. Avail:(AZIA) 10. Male Reader: Tipton, Gary.
The story of Lexington and Concord, related by fifteen-year-old Adam Cooper. After the British shoot down his father, Adam joins the Colonial militia at Lexington in their ambush of British regulars. For junior and senior high readers.

Feiffer, Jules. *The Man in the Ceiling*. Published: 1993. Juvenile Short. Level: 4-7. RC 39515. Male Reader: Stratton, John.
Jimmy likes to draw cartoons featuring his dad as an Indiana Jones type. When his father scoffs at his attempts, Jimmy switches to a new hero: mini man. Mini-man draws the attention of popular Charlie at school. Jimmy is thrilled, but then Charlie wants to create a comic strip with Jimmy. Suddenly drawing isn't so much fun. Meanwhile, Jimmy's Uncle Lester is having problems with a musical he wrote. Grades 4-7.

Feldman, Alan. *Lucy Mastermind*. Published: 1985. Juvenile Short. Level: 3-6. RC 25771. Female Reader: Dorflinger, Phyllis.
When Lucy Heller gets inspired to do something, watch out. She'll stuff the refrigerator with 143 fresh sunfish she's caught for marmalade, her stray-cat-in-residence. Or she'll perform alphabet "surgery" on her little brother Sam, who's in special class for slow learners. Unfortunately, some of red-haired Lucy's big plans tend to backfire. Grades 3-6.

Fine, Anne. *Flour.Babies*. Published: 1994. Young Adult Juvenile Short. Level: 5-8. RC 39568. Male Reader: Horton, John.
The boys of room 8 at St. Boneface School are known as the sads and the bads, troublemakers and nuisances. They have been assigned a science project-flour babies. Each boy is to take full responsibility for a 6# bag of flour for 3 weeks. Keeping the flour babies safe, clean, and dry proves too much for the boys, except Simon Martin. Deserted by his dad when he was a baby, Simon becomes attached to his charge and gains wisdom. Grades 5-8.

Fleischman, Paul. *Bull Run*. Published: 1993. Young Adult Juvenile Short. Level: 5-8. RC 37371. Avail: (AZIA) 6. Male Reader: Eiland, Ted.
A series of brief vignettes, each focusing on the life and thoughts of a person who participated in some way in the battle of bull run, the first major engagement of the Civil War. Each of the sixteen characters, eight from the South and eight from the North, has special reasons for participating: one is escaping from an abusive father, another has been hired to drive wealthy spectators to the battle for a picnic. Grades 5-8 and older readers.

Gardiner, John Reynold. *General Butterfingers*. Published: 1986. Juvenile Short. Level: 3-6. RC 29419. Male Reader: Huntey, Bruce.
Now that General Britt is dead, his wicked nephew Ralph is forcing everyone out of the old house on Fenton Street. Eleven-year-old Walter and his mother should fare all right, but what about the major, the corporal, and the private, three elderly war heroes who saved the general's life more than forty years ago. Will they be sent to the hated veteran's hospital? Not if Walter can help it. Grades 3-6.

Gauch, Patricia Lee. *Night Talks*. Published: 1983. Young Adult Juvenile Short. Level: 6-9. RC 21767. Female Reader: O'conner, Lorna.
Three well-intentioned girls from a ritzy Detroit suburb share their tent at summer camp with Margaret, a wild inner-city girl. The suburban girls grow to like Margaret, and when their night talks reveal a frightening secret about her, the about her, the other three write a letter that changes all their lives. Some strong language for grades 6-9 and older readers.

George, Jean Craighead. *The Talking Earth*. Published: 1983. Juvenile Short. Level: 5-8. RC 23546. Female Reader: Hopkins, Georgia.
Now that Billie Wind is going to school at the Kennedy Space Center, she finds it more and more difficult to understand the old ways of her people, the Seminole Indians. But when the tribal council sends her into the wilds of the Florida everglades to rethink her doubts, Billie discovers that she must listen to the earth and the animals to survive. Grades 5-8.

Gilson, Jamie. *4B Goes Wild (#2 Hobie Hanson)*. Published: 1983. Juvenile Short. More TBNS. RC 21434. Male Reader: Chappell, Andy.
As a reward for good behavior, Mr. Star's 4th grade class receives a three day trip to Camp Trotter in Wisconsin. The trip holds surprises for students and teachers, including carsick and homesick campers, sequel to " thirteen ways to sink a sub" for grades 4-7.

Gilson, Jamie. *Hello, My Name Is Scrambled Eggs*. Published: 1985. Juvenile Short. Level: 4-7. RC 23478. Male Reader: Regensdorf, Phil.
Harvey's family is helping a family of Vietnamese refugee's settle in town. He has big plans to "Americanize" twelve-year-old Tuan but finds that more difficult than he expected. Grades 5-7.

Griese, Arnold A. *The Way of Our People*. No Date. Juvenile Short. Level: 4-7. RC 11066.
Unable to overcome his fear of hunting alone, a young Indian boy in the Alaskan village of Anvik tries to find other ways of helping his tribe. For grades 4-7.

Griffith, Helen V. *Georgia Music*. Published: 1986. Juvenile Short. Level: P-2. RC 25639. Male Reader: Stratton, John.
A little girl and her grandfather love to share the music they play on the mouth organ and the sounds of the birds, frogs, and insects of Georgia. One summer granddaddy is so ill that the family closes his cabin and brings him back to Baltimore to live. Granddaddy is very sad until the little girl finds a way to recreate the sounds of Georgia. Preschool to grade 2.

Hansen, Joyce. *Yellow Bird And Me (#2) Published*: 1986. Juvenile Short. Level: 4-7. RC25876. Female Reader: Tessler, Yvonne Fair.
Sixth grader Doris deeply misses her best friend Amir, who had to leave their Bronx neighborhood and move into a group home in upstate N.Y. They write each other, though, determined to be reunited someday. Meanwhile, basketball crazy yellow bird, which has special problems reading even though he's smart, keeps bugging Doris to help him study. Grades 4-7.

Harvey, Brett. *Immigrant Girl*. Published: 1987. Juvenile Short. Level: 2-4. RC 27537. Female Reader: Toren, Suzanne.
Ten-year-old Becky Moscowitz and her family move to N.Y. from Russia in 1910 to escape the terrible persecution of the Jews. They live above their grocery store on the lower east side, where it is much busier and noisier than her old neighborhood in Russia. Life is filled with exciting new experiences for Becky, who at the same time observes the old traditions with the help of her grandmother. Grade 2.

Hesse, Karen. *The Music of Dolphins*. Published: 1996. Juvenile Short. Level: 5-8. More TBNS. RC 45591. Female Reader: Fox, Jill.
The coast guard captures an adolescent girl, separating her from the dolphin family that raised her. Believing they rescued her, doctors name her Mila, for miracle, and try to teach her human skills. But Mila misses her dolphin family and longs for her home in the warm sea. She questions the wisdom of the doctors and whose life is better. For grade 5-8.

Hesse, Karen. *Phoenix Rising*. Published: 1994. Juvenile Short. Level: 6-9. RC 39951. Female Reader: Gleason, Marliyn.
Nyle, thirteen, lives with her grandmother on a sheep farm in Vermont. There has been a leak at the nearby nuclear plant, and even though Nyle and Grandmother are safe, there are many sick people who need shelter. Nyle is upset when grandmother allows Ezra, fifteen, and his mother to stay in their back bedroom. Nyle calls it the dying room because her grandfather and mother died there. Can she allow herself to get close to someone who may die? For grades 6-9.

Hobbs, Will. *The Bearstone*. Published: 1989. Young Adult. Juvenile Short. Level: 6-9. RC 32470. MaleReader: Linton, J. P.
In this coming-of-age story, Cloyd, a troubled fourteen-year-old Ute Indian, is sent to live with an elderly, recently widowed farmer. Exploring the hills above the ranch, Cloyd finds a small turquoise bear and gives himself a new name, "lone bear." Through the love of the elderly rancher and the legacy of his heritage, Cloyd ultimately succeeds in learning "how to live in a good way." Grades 6-9 and older readers.

Hogan, Linda. *Solar Storm*. Published: 1995. Adult, Young Adult Long. RC 43726. Female Reader: Kane, Mary.
Seventeen-year-old Angela Jensen returns from her Oklahoma foster home to her birthplace, a desolate Indian village in northern Minnesota. There she joins with four generations of Native American women on a canoe voyage to their ancestral canoe voyage to their ancestral homeland, which is threatened by a hydroelectric dam project. High school and adult readers.

Hooks, William H. *A Flight of Dazzle Angels*. Published: 1988. Young Adult Short. Level: J&S. RC 31800. Avail (AZIA) 7. Female Reader: Carter, June.
In a small N.C. Town in 1908, Annie Earle, 15, is troubled with an impaired foot, a meddling aunt, and a sick Mother and Brother. But through her relationships with a young Black woman and a new man in town, with whom she falls in love, Annie gains new insight into herself and the possibilities for her life. For junior and senior high readers.

Hunt, Irene. Across five Aprils. Published: 1986. Young Adult Juvenile Short. Level: 6-9. RC 26336. Male Reader: Wieck, Randy.
The story of a nine-year-old boy who must take over running his family's farm during the Civil War after his brothers leave to fight and his father has a heart attack. Based on stories and records from the author's own family. For grades 6-9.

Hyppolite, Joanne Seth and Samona. Published: 1995. Juvenile Short. Level: 4-7. RC. 43109. Male Reader: Moore Bob.
5th-grader Seth Michelin, who lives in Boston with his Haitian family, is confused by changes in his brother and sister. Even classmate Samona Gemini, whose wild ideas have been getting Seth into trouble for two years, surprises him by joining a beauty contest. For grades 4-7.

Irwin, Hadley. *Kim/Kimi*. Published: 1987. Adult, Young Adult Short. Level: J&S. RC 29930. Avail: (AZIA) 8. Female Reader: Toren, Suzanne.
Sixteen-year-old Kim Andrews, a Japanese-American, feels like a misfit in her Iowa town despite the love of her mother and stepfather. She leaves for a visit to Sacramento, California, to find out about her Japanese father, who died before she was born, and to trace his family. She is shocked when she learns of the suffering of Japanese-Americans during wwii. For junior and senior high and older readers.

Kalman, Esther. *Tchaikovsky Discovers America*. Published: 1994. .Juvenile Short Level: 2-4. RC 43617. Female Reader: Toren, Suzanne.
Jenny Petroff, who shares her birthday with Tchaikovsky, turns 11 on May 7,1891. One of her presents is to attend a concert conducted by Tchaikovsky at the new music hall in New York City. Another is money from an Uncle in Chicago. Jenny uses the money to buy a diary in which she records memories of her time with Tchaikovsky during his visit to America. For grades 2-4.

Karas, G. Brian. *Home On the Bayou: A Cowboy's Story*. Published: 1996. Juvenile Short. Level: P-2. RC 45520. Male Reader: Ganser, L. J.
Ned is upset when his mother moves them out of cowboy country to live with Ned's grandfather on the bayou. Because Ned's mother ruined his lasso, he must take the garden hose to his new school to demonstrate his cowboy roping skills. For preschool-grade 2.

Kelly, Jeffrey. *The Basement Baseball Club*. Published: 1988. Juvenile Short. Level 4-7. RC 31558. Male Reader: Fox, Jack.
Every Saturday morning the McCarthy Roaders play sandlot baseball with broom handles and tennis balls. Unfortunately the Roaders have lost nine straight games to their archrivals, the Hemlock St Poisons. But the Roaders still have hope. There's a big kid John Johnson who's just moved into the neighborhood, but every time shooter Carroll asks him to join the team he says no. Will shooter be able to convince him to play? Grades 4-7.

Keyes, Frances Parkinson Wheeler. *Once on Esplanade*. Published: 1970. Adult, Young Adult. RC 08904. Female Reader: Kaufman, Jeanne. M.
A novel of a young girl growing up within the warm circle of her New Orleans Creole family in the 1880's. She experiences the loss of her mother, her brother's involvement in a duel, a friendship with Jefferson Davis's daughter, and an unexpected encounter with a suitor. Adult and high school readers.

Konigsburg, E. L. *T-backs, T-shirts, Coat, And Suit.* Published: 1993. Young Adult Juvenile. Level: 5-8RC 38298. Female Reader: Giannarelli, Laura.
Chloe is spending the summer in Florida with her stepfather's sister, Bernadette-an ex-hippie who drives a concession truck at the docks and shipyards. When some of the drivers begin wearing T-back (thong) bathing suits, a town-wide crisis develops as conservative Christians rally against such "indecency." Bernadette refuses to take sides or explain her neutrality, as she and Chloe are swept into the controversy. Grades 5-8 and older readers.

Krumgold, Joseph. *And Now Miguel.* Published: 1984. Juvenile Short. Level: 5-8. More TBNS. RC 23489. Male Reader: Wright, Jeff.
An introspective New Mexico youth tells of his great longing to accompany the men and sheep to summer pasture. Neither child nor man, he feels the need to be recognized as a maturing individual. For grades 5-8. Newbery award. Rerecord of TB 1473.

Lacapa, Kathleen & Michael. *Less Than Half, More Than Whole.* Published: 1994. Juvenile Short. Level: K-3. AZC 02129. Female Reader: Citron, Bea.
A child who is part Native American and part Anglo is concerned that he doesn't look like his friends who are not interracial. His grandfather tells a story that helps him appreciate all the parts of his heritage. Grades K-4.

Lane, Rose Wilder. *Let the Hurricane Roar.* Published: 1985. Adult, Young Adult Short. More TBNS. RC 27780. Female Reader: Stanton, Charlotte.
A short novel of frontier life in the Dakotas and the young couple who face crop failure, winter storms, separation, and loneliness with a staunch courage and steadfastness. Rerecord of TL33102.

Lasky, Kathryn. *The Bone Wars.* Published: 1989. Adult, Young Adult. Level: J&S. RC 30280. Avail: (AZIA) 7. Male Reader: Czapp, David.
In the late 1800s, gold seekers and bone-hunting Paleontologists threaten Native Americans in the prairies and badlands. The author weaves familiar figures such as General Custer, Buffalo Bill Cody, Chief Crazy Horse, and Calamity Jane into the adventures of young scout Thad, and Julian, the Son of an English Paleontologist. For junior and senior high and older readers.

Lee, Marie G. *If It Hadn't Been For Yoon Jun.* Published: 1993. Juvenile Short. Level: 4-7. RC 40248. Female Reader: Cassidy, Grainne.
Seventh-grader Alice Larsen is indifferent to her Korean ancestry. Adopted as a baby by a Minnesota family, she is a happy, popular cheerleader. When Yoon Jun Lee, a Korean immigrant new to the United States, begins attending Bainer Junior High, Alice thinks he's weird. Then he becomes her partner for international day, and together they prepare a report on Korea, piquing Alice's interest in her heritage and in friendship with Yoon Jun. For grades 4-7.

Levitin, Sonia. *Journey To America.* Published: 1986. Young Adult Juvenile Short. Level: 5-8. More TBNS. RC 32959. Female Reader: Byers, Catherine.
Germany, 1938. Something terrible is happening. Jews must wear yellow stars, and there are more and more restrictions on where they can go and what they can do. The Nazis are in power, and Lisa Platt is scared. Her father has gone to America and will send for Lisa, her mother, and her two sisters when there is enough money. For now they must wait in Switzerland. Grades 5-8. National Jewish book award. Rrcd TB4099.

Lord, Bette. *In The Year of the Boar and Jackie Robinson.* Published: 1984. Juvenile Short. Level: 4-7. More TBNS. RC 23538. Female Reader: Beaudry, Patricia.
A young Chinese girl, "Shirley Temple Wong," comes to live in the U.S. in 1947. She has a difficult time making friends in her Brooklyn neighborhood until she discovers baseball and the Brooklyn dodgers. Grades 4-6.

Lynch, Chris. *Shadow Boxer*. Published: 1993. Young Adult Juvenile Short. Language Level: 6-9. RC 39462. Male Reader: Fox, Jack.
After his father, a professional boxer, dies at an early age from years of being battered, George is left as the man of the house to steer his younger brother from the trouble that lurks in their tough, inner-city Boston streets. George and his mother's biggest fear is realized when Monty, 11, begins to hang around and train at a local boxing gym run by the boys' Uncle Archie. Some strong language. Grades 6-9 and older readers.

MacLachlan, Patricia. *Arthur for the Very First Time*. Published: 1980. Juvenile Short. Level: 4-7. RC 21620. Female Reader: Ragsdale, Grace.
Arthur's summer begins very badly and gets worse when his parents dump him at his aunt and uncle's farm in the country. But things improve as Arthur gets to know his delightful relatives, their pet chicken who understands only French, and a rumpled and outspoken neighbor girl. Best of all, Arthur discovers that even he can be a hero in his own special way. For grades 4-7.

Malmgren, Dallin. *The Ninth Issue*. Published: 1989. Young Adult Juvenile Short. Level: 6-9. RC 39922. Female Reader: Carter, June.
Blue Hocker is angry when he must transfer in his senior year from his small Missouri High School to a large Texas school. Failing to make the football team, he winds up in a journalism course that puts him on the staff of the school newspaper. Mr. Choate, the advisor, advocates a free press, and the students cover controversial stories. The principal, however, sees Mr. Choate as a threat and refuses to rehire him. For grades 6-9 and older readers.

Martin, Ann M. Karen's Sleepover. Published: 1990. Juvenile Short. Level: 2-4. RC 32808. Female Reader: Coons, Carole.
Seven-year-old Karen Brewer lives in Stoney Brook, Conneticut., With her mother, stepfather, and little brother, Andrew. Every other weekend and for two weeks during the summer she and Andrew live with their father, stepmother, stepsister, three stepbrothers, and adopted baby sister. Karen is having her very first sleepover-at her father's house, and she can invite ten people. A baby-sitters little sister book. Grades2-4.

McCall, Edith. *Message From the Mountains*. Published: 1985. Young Adult Juvenile Short. Level: 5-8. RC 28775. Male Reader: Halberstadt, Jeff.
In 1826 Jim Matthew's and his best friend Kit Carson live in Franklin, Missouri, the country's westernmost town. They dream of running away to adventures in the untamed West. When Jim's father does not return from Mexico, Jim wants to go search for him, and kit urges his friend to join him on the last wagon train of the year. Grades 5-8.

McCloskey, Robert. *Homer Price*. Published: 1976. Juvenile Short. Level: 4-7. More TBNS. RC 24724. Male Reader: Ahola, Robert.
Nothing much happens in Centerburg, the home of the hero of this story, but plenty happens to him as he catches burglars with his pet skunk, makes non-stop doughnuts in his uncle's lunchroom, and comes to the aid of the super duper. For grades 4-7.

McCloskey, Robert. *One Morning in Maine*. Published: 1952. Juvenile Short. Level: K-3. More TBNS. RC 40408. Female Reader: Buzzard, Madelyn.
One morning in Maine, Sal jumps out of bed and hurries to get dressed. Today she and her baby sister Jane are going with their father to Buck's Harbor. As Sal is brushing her teeth, she discovers a loose tooth. Before the morning is over her tooth has fallen out, but she can't find it. Now she won't be able to put it under her pillow and make a wish. She wonders if her wish will come true anyway. For grades K-3.

McCloskey, Robert. *Time Of Wonder*. Published: 1957. Juvenile Short. Level: K-3. More TBNS. RC 40409. Female Reader: Gray, Janis.
The author describes the enchanting beauty of a Maine Island in rain, fog, sunshine, and hurricane. For grades K-3. Caldecott medal 1958. Rerecord of RD 6292.

Mead, Alice. *Crossing the Starlight Bridge*. Published: 1994. Juvenile Short. Level: 3-6. RC 41220. Female Reader: Buzzard, Madelyn.
Rayanne's father didn't want to miss her ninth birthday, but after she opened her presents he told her he was heading West to look for a job. Soon Rayanne and her mother are forced to leave the Island Penobscot Reservation where they live and move in with her grandmother on the mainland. It's not easy to be the only Native American in a big school, but gram helps by telling traditional stories.

Mead, Alice. Junebug. Published: 1995. Juvenile Short. Level: 3-6. RC 42388. Male Reader: Hurt, Christopher.
Junebug, whose real name is Reeve McClain, Jr., has a wish that he thinks about a lot. It is too important to tell because his friends would laugh at him and because it is not likely to happen in the housing projects where he lives. His dream is to sail a boat to the West Indies, on a foaming sea with seagulls screeching. In the meantime, he takes good care of his sister and tries to stay out of the way of guys in the gangs. For grades 3-6.

Means, Florence Crannell. *Our Cup Is Broken*. Published: 1969. Adult, Young Adult. RC 18552. Female Reader: Giannarelli, Laura.
The tragic dilemma of a young Hopi woman trapped between two worlds. Raised by a well-meaning but insensitive white family, she returns to her native village and the life of her ancestors. But she can't accept the ancient religion and customs any more than her own people can accept her. For high school and adult readers.

Meltzer, Milton. *Underground Man; A Novel*. Published: 1990. Young Adult Juvenile Short. Level: 6-9. More TBNS. RC 35044. Male Reader: Regensdorf, Phil.
Josh Bowen, a northern farm boy, becomes an ardent abolitionist and risks his life to do rescue work for the Underground Railroad. For grades 6-9. RRCD RD6750.

Meyer, Carolyn. *Jubilee Journey (#2)*. Published: 1997. Juvenile Violence. Level: 5-8. RC 46308. Female Reader: Ekulona, Saidah Arrika.
In this sequel to 'white lilacs' (RC45542), Thirteen-year-old Emily Rose travels to Texas with her mother and two brothers to visit her great-grandmother Rose Lee. Emily Rose and her brothers are biracial. They are both curious and dismayed with some of the events that occur in their Black family's hometown. Some violence. For grades 5-8.

Meyer, Carolyn. *Rio Grande Stories*. Published: 1994. Juvenile Short. Level: 5-8. AZC 02269. Female Reader: Blair, Marguerite.
Students from Native American, Hispanic, African American, and Anglo cultures all meet in a new 7th grade class in Albuquerque. Writing a book about their diverse cultures they find out more about New Mexico and about their own heritage. Grades 5-8 and older readers.

Michener, James A. *Alaska* Published: 1988. Adult Long. RC 26997. Male Reader: Askey, Bob.
Heroes and villains, both real and fictional, abound in this epic historical novel which begins with a brief geological history and then leaps into the 18th century. The novel touches on topics such as the major native groups, the European explorers, Russian and American colonization, the gold rush, and Alaska's statehood. Bestseller. Young adult and adult.

Moore, Lilian. *Don't Be Afraid Amanda*. Published: 1992. Juvenile Short. Level: 2-4. RC 36340. Female Reader: Tessler, Yvonne Fair.
It's Amanda's turn to muster the courage to leave her familiar surroundings-the city-to visit her friend Adam, the poet, in the country. In an event-filled day, Amanda discovers the special pleasures and dangers of country living. Grades 2-4.

Morrison, Dorothy. *Somebody's Horse*. Published: 1986. Young Adult Juvenile Short. Level: 5-8. RC 27915. Female Reader: Grandmaison, Sylvia.
To her disappointment, Jenny learns that her parents are going to Asia for the summer, and she must stay with a cousin in Wyoming. There she finds an old, sick, abandoned horse, which she nurses back to health and names Farfalla, and which becomes a spirited competitor in barrel-racing and jumping events. But will the owner now come back to claim the beautiful Farfalla? Grades 5-8.

Namioka, Lensey. *April And The Dragon Lady*. Published: 1994. Young Adult Juvenile Short. Level: 6-9. More TBNS. AZC02262. Female Reader: Allen, Eadie
Caught between the traditional values of her immigrant Chinese grandmother and the world she sees around her as an American teenager, April finds it difficult to find her true self. Grades 6-9 and older.

Namioka, Lensey. *Yang The Youngest And His Terrible Ear* (#1). Published: 1992. Juvenile Short. Level: 3-6. RC 36736. Male Reader: Horton, Jamie.
Youngest of four in a musically gifted family, Yingtao is tone-deaf, but his father persists in teaching him the violin. The family recently immigrated to Seattle, and father hopes that the children's performance at a recital will bring him more students. Yingtao makes friends with Matthew, who plays the violin well, but whose father would rather he play baseball, at which Yingtao now excels. Grades 3-6.

Naylor, Phyllis Reynolds. *The Fear Place*. Published: 1994. Juvenile Short Language. Level: 4-7. More TBNS. RC 44615. Male Reader: Zeiger, Jim.
Doug is camping with his geologist parents and his hateful brother Gordon in Colorado for the summer. When their parents have to fly out for an Uncle's funeral, the brothers argue until Gordon stalks off to camp by himself on his favorite ridge. Days pass and Gordon doesn't return, so, despite his fear of the ridge, Doug is forced to look for his brother. A surprisingly friendly cougar helps him face the "fear place." Some strong language. For grades 4-7.

Naylor, Phyllis Reynolds. *Ice*. Published: 1996. Juvenile. Level: 6-9. RC 45251.
Although Chrissa has stopped speaking to her mother, she is stunned that her mother retaliates by sending her away, even if it is to her paternal grandmother's house. Leaving New York City for rural upstate New York is a big change. During the year with her grandmother, Chrissa also changes, as she faces challenges on her own. For grades 6-9.

O'Dell, Scott. *Island Of the Blue Dolphins (#1)*. Published: 1960. Juvenile Short. Level: 6-9. More TBNS. RC 22397. Avail: (AZIA) 4. Female Reader: Hodnapp, Ann.
Accidentally left behind on an island off the coast of California when her tribe moved, an Indian girl tells about the eighteen years that she managed to survive and to find comfort, beauty, and, at times, joy in her solitude. For grades 6-9.

Paulsen, Gary. *The Car*. Published: 1994. Juvenile Short. Level: 6-9. RC 44997. Male Reader: Kramer, Michael.
At fourteen, Terry Anders is alone: he awoke one morning to find both parents gone. Terry assembles a car kit his father owned, and soon he is headed to Oregon in search of an Uncle. Before going far, Terry is joined by a Vietnam Vet and later the vet's friend. The two adults mentor Terry as they travel America. For grades 6-9.

Paulsen, Gary. *The Crossing*. Published: 1987. Adult, Young Adult Short. More TBNS. RC 31818. Avail: (AZIA) 8. Male Reader: Eiland, Ted.
Manny is a fourteen-year-old homeless boy in the Mexican border town of Juarez. Always hungry and struggling to survive, he dreams of making the crossing to the U.S. Robert, an alcoholic American sergeant, is haunted by the memories of friends who died in Vietnam. When Manny tries to steal from Robert, they begin a strange relationship that leads to Robert's death and Manny's chance for survival. For high school and older readers.

Paulsen, Gary. *NightJohn* (#1). Published: 1993. Young Adult Juvenile Short Violence. Level: 6-9. RC 38431. Female Reader: Stewart, Carole Jordan.
Sarny is a slave girl, twelve-years-old according to Mammy's notched stick. The cruel plantation owner buys a new field hand, *NightJohn*. Secretly, *NightJohn* teaches Sarny to read, a gift she carries like a rare jewel until the master catches her writing in the dirt. As punishment she and mammy are brutally beaten and *NightJohn* is maimed. More determined than ever, they continue their lessons. Grades 6-9 and older readers. Violence.

Peck, Robert Newton. *A Day No Pigs Would Die (#1)*. Published: 1972. Young Adult Juvenile Short. Level: 6-9. More TBNS. RC 37104. Male Reader: Sullivan, Nick.

Explores the problems of growing up on a shaker farm in Vermont in the 1920's. The story concerns a young boy's pig-his growth, blue ribbon, and inevitable slaughter. Surrounding this are details of farm life, Yankee jokes, and family memories. Grades 6-9 and older readers. Rrcd RD6281.

Pevsner, Stella. *Sister of the Quints*. Published: 1987. Young Adult Juvenile Short. Level: 5-8. RC 28763. Female Reader: Mullen, Anne.
Thirteen-year-old Natalie is a half-sister to quintuplets. Not only is she on call for baby-sitting, but the roomy Chicago home has become one huge nursery, and she is forever being identified as "sister of the quints." In a fit of self-pity, she calls and asks to join her mother in Colorado. But will she really be able to leave her friends at school and the quints? Grades 5-8.

Politi, Leo. *Moy Moy*. Published: 1960. Juvenile Short. Level: K-3. RC 11926. Female Reader: Woodcock, Joyce.
A Chinese-American girl who lives on Chanking Street in Los Angeles enjoys the delights of the Chinese New Year-the dragon parade, firecrackers, goodies, toys, and other surprises. For grades K-3.

Porte, Barbara Ann. *Harry In Trouble*. Published: 1989. Juvenile Short. Level: 2-4. RC 32086. Male Reader: Askey, Bob.
Uh-oh! Harry has lost his library card again. The first time, girl, his dog, ate the card along with a cookie. The second time, he carefully placed the card in his back pocket, and his dad washed it in the washing machine. The third time, he cautiously put it up so that he would not lose it, and now he can't remember where he put it, and he can't find it anywhere. What will Ms. Katz, the librarian, do? Grades 2-4.

Randle, Kristen D. *The Only Alien On the Planet*. Published: 1995. Young Adult Juvenile. Level: 6-9. RC 46552. Female Reader: Dines, Carol.
Ginny leads a secure, happy life until her high school Senior year. Suddenly her parents uproot the family and her oldest brother goes to college. Ginny becomes friends with her new next-door neighbor, Caulder, who introduces her to Smitty, a classmate who doesn't ever talk. Caulder and Ginny make it their mission to help him. For grades 6-9 and older readers.

Rawlings, Marjorie Kinnan.. *The Yearling*. Published: 1985. Adult, Young Adult Long. RC 33466. Female Reader: Ferris, Jill.
A young boy whose family makes a precarious living on a backwoods farm in Northern Florida tames an orphaned fawn, but when the deer begins to eat the family corn, Jody is ordered to shoot him. For junior and senior high readers.

Richter, Conrad. *The Light in the Forest*. Published: 1953. Adult, Young Adult Short. More TBNS. RC 17656. Male Reader: Donley, Robert.
A fifteen-year-old white boy raised by Indians is forcibly returned to his family eleven years after his capture and suffers from a conflict of loyalites. Reissue of TB 2905.

Rinaldi, Ann. *The Last Silk Dress*. Published: 1988. Young Adult. Level: J&S. RC 31051. Avail: (AZIA) 8. Female Reader: Cundiff, Kerry.
Susan, fourteen, lives in Richmond, the capital of the Confederacy. She adores her father, despairs of ever pleasing her mother, and wonders about the estrangement of her older brother Lucien. As the novel unfolds she befriends Lucien, falls in love with his Yankee friend, and learns that she is a "Yankee brat," the result of an affair her mother had in revenge for the slave child begotten by Susan's father. For junior and senior high readers.

Ritter, John H. *Choosing Up Sides*. Published: 1998. Juvenile Short. Level: 5-8. RC 46935.
In 1921 Luke Bledsoe, thirteen and his family relocate to an Ohio river town where his father is the new fundamentalist preacher. To his dad's dismay, Luke discovers he has a natural skill for playing baseball. After he sees the famed Babe Ruth play for charity, Luke decides to defy his father for a place on the diamond. No one is prepared for the consequences. For grades 5-8.

Roberts, Willo Davis. Jo and The Bandit. Published: 1992. Juvenile Short. Level: 4-7. RC 37444. Female Reader: Byers, Catherine.
Texas, late 1860s. After their mother's death, twelve-year-old Jo and her younger brother are sent by stagecoach to their bachelor uncle, a storeowner and local Texas judge (who's disappointed to learn that Jo is a girl). When the stagecoach is robbed, J o watches carefully and is able to draw pictures of the bandits. Later, however, Jo becomes fond of them, and saves the day when her uncle's plan to use her as bandit bait fails. Grades 4-7.

Roberts, Willo Davis. *The Minden Curse*. Published: 1978. Juvenile Short. Level: 4-7. RC 14585. Male Reader: Avers, Roy.
Danny Minden seems to have inherited the family curse of always being on the scene when unusual things happen. He witnesses accidents and a bank robbery and plunges headlong into a mysterious kidnapping case. A humorous mystery for grades 4-7.

Rossi, Joyce. *The Gullywasher*. Published: 1995. Juvenile Short. Level: P-2. AZC 02005. Female Reader: Brooks, Elizabeth (RR).
Leticia's grandfather shares with her fantastic tales of how he got his wrinkles, white hair, a round belly, and a bent back. Preschool-grade 3.

Rushford, Patricia H. *Too Many Secrets (#1)*. Published: 1993. Juvenile Short. Level: 6-9. RC 40294. Female Reader: Pipes, Nona.
Jennie McGrady is looking forward to her sixteenth birthday present: A vacation in Florida with her grand mother. But she is dismayed when her mother becomes engaged even though Jennie's long-missing father was never declared dead. Then Jennie learns gram, a former police officer turned writer, has been declared a fugitive from justice! Jennie and gram's neighbor Ryan set out to uncover the truth. For grades 6-9.

Salisbury, Graham. *Under The Blood-Red Sun*. Published: 1994. Juvenile Violence Language. Level: 5-8. More TBNS. RC 44654. Male Reader: Tipton, Gary.
Tomi is a thirteen-year-old living in Honolulu in 1941. His parents and grandfather are Japanese immigrants, and his best friend, Billy, is white, a Haole. Much to Tomi's dismay, his grandfather persists in calling himself Japanese and even flying Japan's flag. When the Japanese bomb pearl harbor, soldiers accuse Tomi's family of being spies. Even Billy begins treating Tomi differently. Some strong language and some violence. For grades 5-8.

Schellie, Don. *Me, Cholay And Co.: Apache Warriors*. Published: 1973. Young Adult Short. Level: J&S. AZC 01476. Male Reader: Grossman, Arthur.
Cholay, an Apache prisoner at Camp Grant, attempts an escape but is stopped by a tackle and a few well placed blows from Joshua. The two of them become best friends and combine forces to rescue Apache children who were kidnapped by Papagos in a raid on Cholay's village. Junior and senior high readers.

Schotter, Roni. *Nothing Ever Happens On Ninetieth Street*. Published: 1997. Juvenile Short. Level: 2-4. RC 46217. Female Reader: Giannarelli, Laura.
Eva is sitting on the stoop waiting for something to happen, so she will have something to write about. But nothing ever happens on 90th street! Then one person suggests that she choose a topic she knows well, another urges Eva to use.

Schulte, Elaine L. *Melanie and The Modeling Mess*. Published: 1994. Juvenile Short. Level: 3-6. RC 41733. Female Reader: Pardee, Martha Harmon.
Melanie Lin has just moved to California from New York where she frequently did some modeling. She has been watching the members of the Twelve Candles Club and longs to join them because they seem to have so much fun together. But when Melanie offers to get the girls a modeling job, she may just be asking for trouble. For grades 3-6.

Schweizer, Byrd Baylor. *Amigo*. Published: 1963. Juvenile Short. AZCO 1381. Female Reader: Scarfo, Rosemary.
A Mexican boy whose family cannot afford a dog for rim tames a wild prairie dog, and the young prairie dog tames the boy.

Sharmat, Marjorie Weinman. *Gila Monsters meet you at the Airport*. Published: 1983. Juvenile Short. Level: K-3. More TBNS. AZC 01434. Female Reader: Scarfo, Rosemary.
Any. City boy's preconceived ideas of life in the West make him very apprehensive about the family's move there. Grades K-3.

Slepian, Janice. *The Alfred Summer (#1)*. Published: 1980. Juvenile Short. Level: 5-8. RC 21341. Female Reader: McQuaid, Sally.
Although Lester has cerebral palsy, he manages to save the life of Alfred, a retarded boy, at the beach. The two team up with other outcasts to build a boat. While the project nearly ends in tragedy, the four kids discover there are many ways of being special. A vivid story told with humor. For grades 5-8.

Snyder, Zilpha Keatley. *Gib Rides Home*. Published: 1998. Juvenile Short. Level: 4-7. RC 46233. Male Reader: Huntey, Bruce.
Nebraska, 1909. When Gib Whittaker reappears at the orphanage, all the boys are shocked and worried. An orphan has never returned before. Gib had been farmed out to a ranch where he rediscovered his love and skill with horses as well as neighbors from his past. Returning was hard on Gib. For grades 4-7.

Sorenson, Virginia. *Plain Girl*. Published: 1955. Juvenile Short. Level: 4-7. RC 17036. Female Reader: Bederman, Mimi.
Esther, an inquisitive Amish girl, is almost ten-years-old before Pennsylvania authorities require her father to send her to public school. Secretly Esther is thrilled about all the wonderful things she will learn in school, but is also afraid that school will raise questions for her as it did for her beloved big brother, who finally ran away from home. Grades 4-7 and older readers.

Soto, Gary. *Chato's Kitchen*. Published: 1995. Juvenile Short. Level: K-3. RC 41971. Female Reader: Giannarelli, Laura.
Chato, a low-riding cat with six stripes, is sneaking up on a sparrow when he hears noise coming from next door. He peeks through the fence and discovers a family of five fat, juicy mice moving in. Chato gets a wonderful idea-invite them for dinner! Only Chato plans for them to be his dinner. The mice accept Chato's invitation, but bring along a surprise guest. For grades K-3.

Soto, Gary. *Local News*. Published: 1993. Juvenile Short. Level: 5-8. RC 44338. Male Reader: Pinney, Michael.
Thirteen tales set in a Mexican American neighborhood in which young boys and girls share the embarrassment and disappointments they frequently endure at the hands of friends or siblings. Companion to "Baseball in April and Other Stories". (RC 37667). For grades 5-8.

Soto, Gary. *Pacific Crossing*. Published: 1992. Juvenile Short. Level: 6-9. AZC 02019. Male Reader: Yeater, Jim.
Lincoln Mendoza, introduced in 'taking sides', spends a summer in Japan. He is being sent because of his martial arts training, but he finds there's a lot more to Japanese life and tradition. He also discovers that it isn't easy to explain life in San Francisco or how he can be both Mexican and American at the same time. Adventures and culture swapping with his Japanese brother add a new dimension to his life. Grades 6-9.

Soto, Gary. *The Pool Party*. Published: 1993. Juvenile Short. RC 40403. Male Reader: Huntey, Bruce.
When a wealthy classmate invites Rudy Herrera to a pool party, he worries about what it will be like and an appropriate gift for the hostess. His relatives offer plenty of advice on how to act and make small talk, and his father stresses that he be proud of his Mexican American heritage and his family no matter what. For grades 4-7.

Speare, Elizabeth George. *The Witch of Blackbird Pond*. Published: 1958. Juvenile. Level: 6-9. More TBNS RC 22927. Female Reader: Beaudry, Patricia.
When sixteen-year-old Kit Tyler tries to aid a woman accused of witchcraft in colonial New England, she herself is brought to trial as a suspect. Kit's young friend, Prudence, whom she has taught to read, and Nat, a sailor who has fallen in love with Kit, come to her defense. For grades 6-9 and older readers. Newbery award. Rerecord of TB 1816. CB 188.

Surat, Michele Marie. *Angel Child, Dragon Child.* Published: 1990. Juvenile Short. Level: P-2. RC 37510. Female Reader: Schraf, Kimberly.
It is Ut's first day at school. She has come with her sisters because her mother is still in Vietnam, but Ut carries her picture in a matchbox. An American boy with red hair shouts that she is wearing pajamas to school, and the other kids join in the laughter. But Ut and Raymond (The American Boy) become friends when they are sent to the principal's office for fighting, and he helps to bring a gift to Ut and her family. Preschool-grade 2.

Talbert, Marc. *Pillow Of Clouds.* Published: 1991. Young Adults Juvenile Short. Level: 6-9. RC 35533. Avail: (AZIA) 6. Male Reader: Sandvold, Erik.
Now that Chester is thirteen, he has been given the terrible task of choosing the parent that he will live with. Having just spent the summer with his easygoing dad in Santa Fe, he is torn between him and his alcoholic mom, and between the spirit of New Mexico and the staidness of Iowa. He agonizes, comes to a decision that he believes is right for him, but is then racked with guilt when his mother attempts suicide. For grades 6-9 and older readers.

Tan, Amy. *The Moon Lady (Adapted From "The Joy Luck Club").* Published: 1992. Juvenile Short. Level: 3-6. RC 36467. Female Reader: Tessler, Yvonne Fair.
A Grandmother living in America tells her granddaughters of her childhood adventure at the moon festival. Ying-Ying, a pampered child living in China, travels by boat to catch a glimpse of the moon lady and to tell the lady her secret wish. When Ying-Ying is lost at sea and the real identity of the moon lady is revealed, Ying-Ying discovers the true wish of her heart. Grades 3-6and older readers.

Tate, Eleanora E. *A Blessing in Disguise.* Published: 1995. Juvenile Short. Level: 5-8. More TBNS. RC 45827. Female Reader: Pipes, Nona.
In this companion volume to 'The Secret Of Gumbo Grove' (RC 27484) and 'Thank you, Dr. Martin Luther King, Jr.!' (RC37841), twelve-year-old Zambia Brown is torn between family members. Raised by her strict aunt and uncle from age four, Zambia envies the lifestyle of her father and older half-sisters. She refuses to listen to the realities of her father's drug business until a tragedy occurs. For grades 5-8.

Taylor, Mildred D. *The Friendship.* Published: 1987. Juvenile Short. Level: 5-8. More TBNS. RC 27508. Female Reader: Byrd, Carolyn.
Cassie Logan and her brothers witness a moving confrontation between Mr. Tom Bee, an elderly black man, and Mr. John Wallace, the white storekeeper, in Mississippi in the 1930s. Grades 5-8.

Taylor, Theodore. *Maria: A Christmas Story.* Published: 1992. Juvenile Short. Level: 4-7. RC 37023. Female Reader: Gordon, Sheena.
Eleven-year-old Maria Gonzaga lives in a small town in California where Christmas is celebrated with a parade of expensive floats. No Mexican-Americans have ever entered a float in the parade. Maria, envious and tired of the prattling of the Anglo girls about their families' floats, announces that her family, too, will be entering, although they can barely afford the entrance fee. Grades 4-7.

Thonasnam, Kenneth. Pathki Nana. Published: 1991. Juvenile Short. Level: 4-7. RC 36729. Female Reader: Ward, Pam.
Pathki, Nana, an eight-year-old Kootenai Indian girl, is always sad. She can often be seen walking alone, going off by herself, with tears streaming down her face. The other villagers call Pathki "the sad one." When her grandmother, quiet one, tells Pathki the story of Pathki's birth and instructs her to seek her guardian spirit, Pathki's strength, wisdom, and courage are tested. Grades 4-7

Twain, Mark. *Adventures Of Huckleberry Finn (Comp. Edition).* Published: 1996. Adult Long Language. RC 43591. Male Reader: Polk, John.
A comprehensive edition of Twain's 1885 tale about a boy who runs away from home and floats down the Mississippi on a raft with an escaping slave. Includes four episodes originally deleted from the first edition, an introduction by Twain biographer Justin Kaplan, and an addendum of explanatory and interpretive notes. Young adult and adult. Strong language.

Twain, Mark. *The Adventures of Tom Sawyer*. Published: 1962. Adult, Young Adult Juvenile. .More TBNS. RC 15223. Male Reader: Pielmeier, John.
A mischievous boy growing up in a Mississippi River town in the 19th century impresses his friends and horrifies adults by associating with the son of the town drunk, running away from home, attending his own funeral, witnessing a murder, and finding lost treasure. Rerecord of TB957652627.

Uchida, Yoshiko. *The Bracelet*. Published: 1976. Juvenile Short. Level: K-3. RC 43257. Female Reader: Gray, Janis.
In 1942 Emi and her family are being sent to a prison camp just because they are Japanese Americans. Emi's best friend, Laurie, gives Emi a bracelet to wear in camp so she'll always remember her. But on the first day at camp, Emi loses the bracelet. Now Emi wonders how she will be able to remember her friend. For grades K-3.

Uchida, Yoshikoa. *Jar Of Dreams (#1)*. Published: 1981. Juvenile Short. Level: 5-8. RC 22368. Female Reader: Giannarelli, Laura.
More than anything else in the whole world, Rinko wants to be like everyone else. But being Japanese in California during the great depression is hard not only for Rinko, but also for her whole, hard-working family. Followed by "the best bad thing." For grades 5-8 and older readers.

Villareal, Jose Antonio. *Pocho*. Published: 1989. Adult, Young Adult. AZC.02116. Male Reader: Yeater, Jim.
An immigrant family from Mexico encounters conflict between the traditions of their old home and adjustment to new ideas. Richard, the young *'Pocho'*, or person whose parents came to the United States from Mexico. Comes of age in the 1930s, but the problems he and his family face show commonalties with Americans of any period. For high school and adult readers.

Voight, Cynthia. *Come A Stranger*. Published: 1986. Young Adult Juvenile Short. Level: 5-8. RC 25488. Avail: (AZIA) 5. Female Reader: Byrd, Carolyn.
When Mina is sent home from an exclusive ballet camp, she wonders if it is because she is black. Tamer, the summer replacement minister at her church, helps her through the pain of rejection. She loves Tamer, and over the next few summers their friendship is crucial in helping her through the difficulties of adolescence. Grades 5 and up.

Weber, Lenora Mattingly. *How Long Is Always*? Published: 1970. Juvenile Short. Level: 5-8. RC 14513 Female Reader: McCullough, Michael.
Stacy Belford impulsively answers an ad for a summer job requiring an "unusual girl" and finds herself an unwelcome guest on a ranch miles from home. A Stacy Belford family romance for grades 5-8.

Wilder, Laura Ingalls. *Farmer Boy (#9 Little House Series)*. Published: 1953. Juvenile. Level: 4-7. More TBNS. RC 21019. Male Reader: Bateman, Dennis.
Story about a traditional farm family in Upper N.Y. State in the 1860's tells about work, school, and simple amusements and introduces nine-year-old Almanzo Wilder, who later married Laura Ingalls. For grades 4-7 and older readers.

Wilder, Laura Ingalls. *Little House on the Prairie (#2 In Series)*. Published: 1953. Juvenile Short. Level: 4-7. More TBNS. RC 10929. Female Reader: McCarty, Vicki.
The Ingalls family moves westward from Wisconsin in a covered wagon and builds a cabin on the Kansas prairie, only to discover that it is in Indian Territory. Sequel to "Little House In The Bigwoods " RC 13972. Rerecord of TB 3303.

Wilder, Laura Ingalls. *West from Home: Letters of Laura Ingalls Wilder1915*. Published: 1974. Adult, Young Adult Short. Level: J&S. More TBNS. RC 08759. Female Reader: Ambrose, Marion.
Long letters to the author's husband reflecting excitement of her experiences on a visit to San Francisco in 1915. For junior and senior high and adult readers.

Wilkinson, Brenda. *Ludell*. Published: 1975. Juvenile Short. Level: 5-8. RC 12434. Male Reader: Hyman, Earle.

Portrays Ludell Wilson with her relatives, neighbors, and classmates and the poor, scrappy days in their black community in Georgia. For grades 5-8. Precedes "Ludell and Willie".

Winthrop, Elizabeth. *Belinda's Hurricane*. Published: 1984. Juvenile Short. Level: 2-4. More TBNS. RC 24706. Female Reader: Grandmaison, Sylvia.
Bad weather causes nine-year-old Belinda to prolong a vacation that she is enjoying at her granny May's seaside home. During the storm, Belinda gets to know Granny May's grumpy neighbor, who presents her with a welcome surprise. For grades 2-4.

Williams, Vera B. *Scooter*. Published: 1993. Juvenile Short. Level: 3-6. RC 40036. Female Reader: Byers, Catherine.
Elana Rose Rosen and her mother have just moved to an apartment in N.Y. City. On her prized scooter with the silver and blue stripes, Elana excitedly explores her surroundings. New friends, old friends, a winning field day, and a silent, young friend (Petey, with whom she enjoys a special relationship) fill her days as she fills sheet after sheet of paper with her experiences, acrostics, and drawings. Grades 3-6.

Wunderli, Stephen. *The Blue between the Clouds*. Published: 1992. Juvenile Short. Level: 4-7. AZC 02017. Male Reader: Means, Alan (RRRB).
When two moons, a Navajo boy, comes to town in 1939 to go to school, he gets into a fight his very first day with Matt, a schoolmate. The principal decides that since two moons needs a place to live for the school year, it had better be with Matt, so that the two eleven-year-olds can learn to get along. The boys become best friends, with lots of projects, but most importantly, are learning to fly. Grades 4-7.

Yep, Laurence. *Child of the Owl (#1)*. Published: 1977. Juvenile. Level: 5-8. RC 11545. Male Reader: Stratton, John.
Street-wise Casey, a twelve-year-old who knows more about horse racing than about her Chinese heritage, feels completely out of place when she is sent to live with her grandmother in san Francisco's Chinatown. A touching novel for grades 5-8.

Yolen, Jane. *Letting Swift River Go*. Published: 1992. Juvenile Short. Level: K-3. RC 36180. Female Reader: Dulaski, Ilona.
The site of the Quabbin reservoir in Western Massachusetts was once the location of the vibrant, rural swift river towns. Young Sally Jane relates how the nearby city of Boston needed more water, so the towns' graves were moved, then all the trees were cut down, the houses were taken away or bulldozed, and all the people were located, with their lives changed forever as the waters came. Grades K-3.

Young, Ronder Thomas. *Learning By Heart*. Published: 1993. Juvenile Short. Level: 4-7. RC 38714. Female Reader: Nelson,Gail.
Set in the South in the 1960s, this story describes the developing friendship between Rachel, a 10-year-old white child, and Isabella, the family's young African American maid hired to care for Rachel and her baby brother when they move into a new home. Rachel adjusts to her new sibling, deals with varied friendships at school, and comes to a dawning awareness of the racial prejudices in her small town. Grades 4-7 and older readers.

SEA TO SEA MYTHS AND FOLKLORE

Baylor, Byrd. *The Desert Is Theirs.* Published: 1975. Juvenile Short. Level: K-3. AZCO 1314. Male Reader: Holland, Leo.
A book celebrating the desert with its hawks, lizards, coyotes, and Papago Indians. Includes creation legends, Indian customs, comparisons of desert animals and desert people, and thought about Indian rains. Grades K-3

Belting, Natalia. *Whirlwind is a Ghost Dancing.* No date. Juvenile. Level: 4-7. RC09944. Male Reader: Stratton, John.
Vivid poetic images of North American Indian lore that portrays the stars as nightbirds, the sun as a yellow-tipped porcupine, and icicles as walking sticks of the winter winds. Grades 4-7.

Bierhorst, John. *Naked Bear: Folktales of The Iroquois.* Published: 1987. Young Adult Juvenile Short. Level: 5-8. RC 29434. Female Reader: O'Neal, Mary.
A collection of sixteen traditional tales told by the Iroquois Indians, who inhabited what is now N.Y. State. Includes stories of boy heroes, trickster turtles, flesh-eating creatures, and stone giants. Grades 5-8 and older readers.

Bruchac, Joseph. Illustrated By Murv Jacob. *The Boy Who Lived With The Bears And Other Iroquois Stories* Published: 1995. Juvenile Short. Level: K-3. AZC02244. Female Reader: McCune, Pamela houses. Bruchac shares six traditional stories of animals who learn responsibility, sharing, and love. Grades K-6.
In the old days, the Iroquois, or people of the longhouse, told many stories around the central fires of their clan

Bruchac, Joseph and Gayle Ross. *The Story Of The Milky Way: A Cherokee Tale.* Published: 1995. Juvenile Short Level: K-3. RC 43759. Male Reader: Kramer, Michael.
Long ago there were not many stars in the sky, And in those days the people depended on corn for most of their food. One day an elderly couple discovers someone has stolen some cornmeal. When the villagers try to stop the thief, their actions result in many more stars to light the night. For grades K-3.

Dewit, Dorothy. *The Talking Stone.* Published: 1979. Juvenile Short. Level: 5-8. More Tbns. RC 21804. Female Reader: Giannarelli, Laura
A glimpse into the rich folklore of the Indians, these stories deal with tribal history and heroes, the much loved trickster figures, and the origins of various animals and celestial bodies, a few, such as "little burnt face," an algonquin cousin of Cinderella, show the influence of early settlers. For grades 5-8 and older readers.

Dixon, Ann. *How Raven Brought Light to People.* Published: 1992. Juvenile Short. Level: K-3. RC 38202. Female Reader: Chappell, Andy.
A long time ago, the earth was new, and the people had no light. A great chief hid the sun, the moon, and the stars in three wooden boxes. Raven grew tired of the darkness and angry that the chief kept the light from earth's people. This is a tale of how raven tricks the chief out of the boxes, and gains black feathers in the process. Adapted from an Alaskan Tlingit Indian legend. For grades K-3 and older.
Readers.

Dobie, J. Frank. *The Longhorns.* Published: 1941. Adult, Young adult Long. RC 18815. Male Reader: Atcher, Randy.
The longhorns of the American southwest are descendants of the cattle which the early Spanish explorers brought to this continent. Their history, tall tales about them, folklore, and verse are rounded up in this refreshing volume.

Ernst, Lisa Campbell. *Little Red Riding Hood: A Newfangled Prairie Tale.* Published: 1995. Juvenile Short. Level: K-3. RC 44438. Female Reader: Giannarelli, Laura.
A little girl living at the edge of the prairie always wears a jacket with a red hood when she rides her bicycle. One hot summer day she decides to take grandma some freshly baked muffins and lemonade. Along the way, she is tricked by the wolf, who gets to grandma's house first. But the wolf has quite a surprise awaiting him. For grades K-3.

Faulkner, William J. *The Days When The Animals Talked: Black American Folktales and Ho.* Published: 1977. Juvenile Short. Level: 4-7. RC 12247. Male Reader: Hyman, Earle.
A collection of lively black folktales and dramatic anecdotes about the days of slavery, These stories were told to the author during his childhood by an old ex-slave. Includes twenty-four Brer Rabbit stories. For grades 4-7 and other older interested readers.

Goble, Paul. *Beyond The Ridge.* Published: 1989. Young Adult Juvenile Short. Level: 6-9. RC 34765. Female Reader: Gray, Janis.
The plains Indians believe that dying is like climbing a long, steep slope towards a tall ridge on the great plains. From the tip-top one can see the "beyond the ridge," which is also called the spirit world or the land of many tipis. In this poetic tale, an elderly Native American woman dies and travels to the spirit world. Her grieving relatives prepare her body according to plains Indian customs. For grades 6-9 and older readers.

Goble, Paul. *The Great Race of the Birds and Animals.* Published: 1985. Juvenile Short. Level: K-3. RC 24365. Female Reader: Friedlander, Mitzi.
A retelling of the Cheyenne and Sioux myth about a contest called by the creator to determine whether man or the buffalo should have supremacy and become the guardians of creation. Grades K-3.

Haley, Gail E. *Jack and The Bean Tree.* Published: 1986. Juvenile Short. Level: P-2. More Tbns. RC 25135. Female Reader: Tessler, Yvonne Fair
Famous tale of the giant in the sky, as told by poppyseed, an old lady in southern Appalachia. Jack and his maw are so poor, they have to sell their cow, milky white, to put food on the table. But instead of selling her, jack trades milky white for some magic beans. Preschool to grade 2.

Haley, Gail E. Retold by. *Mountain Jack Tales.* Published: 1992. Juvenile Short. Level: 4-7. RC 40081. Female Reader: Sales, Terry Hayes.
A collection of tales about the North Carolina Appalachian folk hero, Jack. Included are Jack and the Northwest wind, Jack and Uncle Thimblewit, and 'Jack and old raggedy bones'. For grades 4-7 and older readers.

Highwater, Jamake. *Native Land.* Published: 1986. Adult. RC 25397. Male Reader: Williams, Jake.
Study of the cultural history of pre-Columbian American civilization. Starts with the dawn of humanity in the Americas and explores the folk histories, myths, and spiritual beliefs and rituals of vanished civilizations such as the Maya, Inca, Aztecs, mound builders, and cliff dwellers.

Jagendorf, M.A. *Folk Stories of the South.* No Date. Adult, Young Adult Juvenile. Level: 6-9. RC 09943. Male Reader: Donley, Robert.
A robust collection of nearly one hundred short, colorful tales from eleven southern states. For grades 5-9 and adult lovers of folklore.

Kellogg, Steven. *I Was Born About Ten Thousand Years Ago: A Tall Tale.* Published: 1996. Juvenile Short. Level: K-3. RC 45277. Male Reader: Askey, Bob.
The storyteller, born about 100 centuries ago, relates the events he has seen over the years. He saw Adam and Eve driven from the Garden of Eden, he saw Christopher Columbus reach America, he helped Johnny Appleseed plant each seed, and he played hopscotch with some spacemen on the moon. For grades K-3.

Kellogg, Steven. Johnny Appleseed. Published: 1989. Juvenile Short. Level: 2-4. RC 33072. Male Reader: Fox, Jack.
John Chapman, who later became known as Johnny Appleseed, was born in 1774 in Massachusetts. Near his home was an apple orchard, and John loved to watch the apples grow. The animals sensed his love of nature and grew to trust him. As soon as he was old enough, John left home to explore the West. He planted apple trees along the way, and the legends about him grew larger than life. Grades 2-4 and older readers.

Kellogg, Steven (Retold By). *Pecos Bill.* Published: 1986. Juvenile Short. Level: 2-4. Has Had. More Tbns. RC 25297. Male Reader: Guidall, George.
The story of one of the West's larger-than-life heroes, who invented rodeos, lassos, and cattle roping. For grades 2-4. Rerecord of Tb 1976

Kutz, Jack. *Mysteries and Miracles of Arizona.* Published: 1992. Adult. ACZ02072. Male Reader: Brahs, Dwight. Directions to and the stories behind such strange and sometimes eerie places in Arizona as soap creek, where gold nuggets may be lurking, terra calaus, where possible roman artifacts were unearthed in 1924, and the site of "the ghost" of coal mine canyon, near Tuba City. Young adult and adult readers.

LaCapa, Michael. *Antelope Woman.* Published: 1992. Juvenile Short. Level: K-3. More Tbns. AZC 01786. Female Reader: Johnston, Judy.
A beautiful Apache maiden follows the mysterious young man who has come to teach her people to respect "all things great and small" and becomes his wife. Grades K-3.

Lester, Julius. *The Last Tales of Uncle Remus.* Published: 1994. Young Adult Juvenile Short. Level: 5-8. RC 39229. Male Reader: Polk, John.
In this fourth volume of Brer Rabbit tales, Lester again employs contemporary black dialect and modern allusions. Includes an essay on uncle Remus - the controversial literary creation of Joel Chandler Harris - and 39 stories of the adventures and misadventures of Brer Rabbit, his friends, and his enemies. Sequel to the further tales of Uncle Remus. RC. Grades 5-8 and older readers.

McKissack, Patricia C. *The Dark-Thirty: Southern Tales of the Supernatural.* Published: 1992. Young Adult Juvenile Short. Level: 5-8. RC 36183. Male Reader: Moore, Bob.
The author invites readers to gather in the "dark-thirty" the eerie half hour just before dark, for ten tales inspired by African-American folklore and history. In "we organized" a cruel owner is forced by magic to free his slaves; in "justice" a KKK lynching victim returns to haunt; and in the 11:59 a porter knows when his time is up. Coretta Scott King award. For grades 5-8 and older readers.

Howard, Jane. *Families.* Published: 1978. Adult Language. RC 16045. Female Reader: Foote, Mary S.
RC--The author relates myths, jokes, and rituals collected from American families across the country, including her own family, the First Family, extended immigrant families, single parents and alternative groups from Communes to Ashrams. High school and adult readers. Some strong language.

Norman, Howard. *The Girl Who Dreamed Only Geese: And Other Tales Of The far North.* Published:1997. Juvenile Short. Level: 4-7. RC 45962. Female Reader: Cavallero, Gabriella.
Ten stories from inuit oral tradition include portrayals of tundra wildlife -- puffins, a wolverine, a seagull, a narwhal, and geese. The biblical Noah appears in 'Noah hunts a woolly mammoth'. In the title piece, a young girl's ability to help maintain the village food supply by dreaming about geese is challenged by a Shaman. For grades 4-7.

Osborne, Mary Pope. *American Tall Tales.* Published:1991. Juvenile Short. Level: 3-6. RC 35612. Female Reader: Dulaski, Ilona.
The author presents nine all-American folk figures whose extraordinary exploits take them from coast to coast. Included are Sally and Thunder Ann Whirlwind, a composite of several legendary characters; actual people like Davy Crockett, Johnny Appleseed, and John Henry (historians disagree on whether he was real); and fictitious characters such as Pecos Bill, Paul Bunyan, and Febold Feboldson. Grades 3-6 and older readers.

Richter, Conrad. *Over The Blue Mountain.* Published: 1967. Juvenile Short. Level: 4-7. RC 15255. Avail: (AZIA) 4. Female Reader: Grund, Mary T.
Haunting story of two Pennsylvania Dutch boys, a folk legend, and a miracle. For grades 4-7 and older readers.

Rounds, Glen. *Mr. Yowder and The Giant Bull Snake.* Published: 1978. Juvenile Short. Level: 3-6. RC 12530. Male Reader: Bell, Ralph
Rollicking tall tale about a sign painter and a giant bull snake who create a national commotion when they unseat Buffalo Bill as official buffalo hunter for the United States Army. For grades 3-6.

Sanfield, Steve. *The Adventures Of High John The Conqueror.* Published: 1989. Juvenile Short. Level: 4-7. RC 33115. Male Reader: Askey, Bob.
A collection of sixteen tales about High John the Conqueror, the trickster hero of African-American during slavery time. Interspersed between the tales are brief clips of information on slavery in America. Grades 4-7 and older readers.

San Souci, Robert D. *Larger than Life.* Published: 1991. Juvenile Short. Level: 3-6. RC 38170. Male Reader: Quinn, Bill
John Henry weighed 44 pounds at birth, and loved hammering even as a baby. Alfred Bulltop Stormalong, who always loved the sea, stood 24' tall, and Slue-Foot Sue, big and brawny, could do the work of ten men. The author retells five tall tales about these and other legendary American heroes. Grades 3-6 and older readers.

Schwartz, Alvin. *Whoppers: Tall Tales And other Lies.* Published: 1975. Juvenile Short. Level: 5-8. RC 09263. Male Reader: Moodie, Michael.
A pack of 145 lies from American folklore describing outlandish things that never happened and never could. For grades 5-8.

Shaw, Anna Moore. *Pima Indian Legends.* Published: 1968. Juvenile Short. Level: 5-8. AZC 01385. Female Reader: Brooks, Elizabeth.
These legends from the Pima village of Gila crossing have been modified over the years to reflect the changes in the cultural tradition. Coyote plays a dominant role in many of these legends which convey moral lessons that have been passed down from generation to generation. Grades 5-9.

Walter, Milded Pitts. Ty's One-Man Band. Published: 1980. Juvenile Short. Level: K-3. RC.22727. Female Reader: Grandmaison, Sylvia
An original American folktale in which a boy discovers a peg-legged stranger who claims to be a one-man band. For grades K-3 and older readers.

Wyeth, Sharon Dennis. *Vampire Bugs: Stories Conjured from The Past.* Published: 1995. Juvenile Short. Level 3-6. RC 41000. Female Reader: Carter, June.
Six short African American and Native American folk tales that incorporate historical characters and facts. The title story is a myth about the origin of lightning bugs. For grades 3-6.

If you know of performers or resource people who are willing to work with libraries, please fill out a form and mail it to us.

If you have noted useful companies, materials and organizations for upcoming themes: 2001: **A READING ODYSSEY** share it with the library community.

Mail your suggestions to:

Arizona Humanities Council
1242 N. Central
Phoenix, AZ 85004
602-257-0335
Fax: 602-257-0392

RESOURCE PEOPLE

Contact Person:

Name:
Address:

Telephone:

Description of Performance:

Fee Plus Mileage:

Travel Range:

Past Performances:

Contact Person:

Name:
Address:

Telephone:

Description of Performance:

Fee Plus Mileage:

Travel Range:

Past Performances:

RESOURCE COMPANIES/ORGANIZATIONS

Company or Organization Name:

Address:

Telephone:

Fax:

Description of Materials Relevant to ARP:

Company or Organization Name:

Address:

Telephone:

Fax:

Description of Materials Relevant to ARP:

CATEGORIES FOR RESOURCE PEOPLE

ARTS & CRAFTS
AUTHORS
CARTOONISTS
CLOWNS
CREATIVE WRITING
DANCERS
DRAMA
FOLKLORIST
HEALTH
HISTORY
HOBBIES
ILLUSTRATORS
JUGGLERS
LECTURER
MAGICIANS
MUSEUMS
MUSICIANS
NATURE
PERSONAL IMPROVEMENT
POETRY READING/WORKSHOPS
PUPPETEERS
SAFETY
SCIENCE
SIGN LANGUAGE
SONG WRITER
STORY TELLERS
STUNT TEAM
VARIETY ACTS

RESOURCE PEOPLE

Listed by Category

ARTS & CRAFTS
Arboretum of Flagstaff
Doris Asano
Susan Corl

AUTHORS
Joan Bourque
Lollie Butler
Dorothy Anderson Daniels
Margaret K. Garaway
Fatimah Halim
B. G. Hennessy
Heather Irbinskas
Kathryn Lance
Cynthia Lukas
Jan Mike
Joan Sandin
Mary Ruth Shropshire
Jan Romero Stevens
Dorothy Hines Weaver
Diane Winslow
Diane Iverson

CARTOONISTS
Danny Handke
Steve Parker*
Stan Tang

CLOWNS
Aces Entertainment
DJ the Clown
Luv Clowns, Alice Stewart

CREATIVE WRITING
Kathryn Lance
Cynthia Lukas
Jan Mike
Joan Sandin

Gene Williams
Janet Winans*

DANCERS
Aloha Hoomalimali*
Berta Benally*
Folksteppers, Alice Stewart*
Phoenix Irish Step Dancers

DRAMA

FOLKLORIST

HEALTH & SAFETY
Arizona Public Service (Carol Rosson*)
Coconino Dept. of Health Services
Coconino County Sheriff's Department*
Tom Marcellino
Dick Schick
Smokey The Bear, Woodsy the Owl
State Farm Insurance (Lori Snow)

HISTORY
Arizona Historical Society, Pat Walton
Heard Museum
Society for Creative Anacronism*

HOBBIES

ILLUSTRATORS
Joan Bourque
Sylvia Long
Joan Sandin
Stan Tang

JUGGLER
Frank Cardamone

LECTURER
Deanne Lewis RN, CMS

MAGICIANS
Paul W. Estes of The Magicians
Kimberley Phelps
Jolly Roger
Dale E. Miller, Society of American Magicians
Presto Magic Studio, Barry Schor
Dick Schick
Susan Seats
Michael Steele
Allan Wade*

MUSEUMS
Arizona Science Center
Heard Museum
Museum of Northern Arizona

MUSICIANS
Mary Hollan (Singer & Pianist)
Ken and Lynne Mikell
Music Performance Trust Funds; Phoenix Federation of Musicians
Tony Norris
Quintessence Chamber Ensemble
"Loca Rosa" a.k.a. Tish Dvorkin
Southwest Brass, Russ Plylar*
String Sounds, Susan Smith
John Williams
Lynn Lynton
Laurie Burke

NATURE
Penny Artio*
Arboretum of Flagstaff
K.E. Conway*
Thomas M. Marcellino
Mohave County Cooperative Extension, Jerry Olson
Phoenix Zoo*
Smokey the Bear - Woodsy the Owl
Steve Prchal*

PERSONAL IMPROVEMENT
Pris Merlene

POETRY READING/WORKSHOPS

PUPPETEERS
Flutterbys Puppets, Clair Radich*
Great Arizona Puppet Theater, Nancy Smith*
Dick Schick
Phyllis Vogelsong

SCIENCE
Arizona Science Center
Bill Herron
Starlight Planetarium Productions.

Brian DeWelles

SIGN LANGUAGE
Elaine Smith*

SONG WRITERS
Lon Austin

STORY TELLERS
John Abbott
Aces Entertainment
Dorothy Daniels Anderson
Karen Black
Lollie Butler
K. E. Conway
Jill Detter
Don Doyle
Pam Faro
Dennis R. Freeman
Harlynne Geisler
Fatimah Abdul-Halim
Judy Norman
Anne Lee
Carol Merrill
Vi Meyer
Gloria Meyers
Ken Mikell
Nita V. Norman
Tony Norris
Pat Oso
Leticia Pizzino*
David A. Riggs
Martin Juan Rivera, Sr.
Leslie Eve Ross
Jeffrey Sadow
Mary Ruth Shropshire
Story Peddlers
We're Storytellers, Russell Mann
Joyce A. Story
Diane Winslow
Rosie Stevens Witcher
Marge Fallon
Roman Galvan

STUNT TEAM
Pro-Impact Stunt Team, Lance Lyons

VARIETY ACTS
Accent Entertainment, Larry Chebowski
Aces Entertainment
John Nolander
Michael Steel

Contact Person:

Name: **John Abbott**
Address: PO Box 187, Chino Valley, AZ 86323
Telephone: (520) 636-2025

Description of Performance:
Professional storyteller tells adventure and ghost tales and legends of the Old West. Age level: Adult, Intermediate, Juvenile.

Fee Plus Mileage:
$350/Schools. Other negotiable.

Travel Range:
Arizona schools and libraries.

Past Performances:
Phoenix Pubic Library System; Scottsdale, Glendale and Mesa School Districts, museums, elder hostel and schools internationally.

Contact Person:

Name: **Accent Entertainment Inc, Larry Chebowski**
Address: 2111 South Industrial Park Avenue, Suite #106, Tempe, AZ 85282-1923
Telephone: (480) 967-7676 **Fax:** (480) 902-0669
e-mail: wheels @extremezone.com **Web:** www: accententertainment.com.

Description of Performance:
Entertainment service with a variety of acts, including catering and decorating.

Fee Plus Mileage:
Depends on entertainer.

Travel Range:
Arizona.

Past Performances:
Various daycare's, private birthdays, parades, fairs.

Contact Person:

Name: **Aces Entertainment**
Address: 4505 N. 32nd Street Phoenix, AZ 85018
Telephone: (602) 956-5102 ext. 15 **Fax:** (602) 956-7208

Description of Performance:
Storytellers: Mother Goose, Mrs. Santa Claus, Clown Band Lynn "win" Roberts (instrumental and vocal act) ethnic bands, country western.

Fee Plus Mileage:
Call for quotes.

Travel Range:
Anywhere in Arizona.

Past Performances:
City of Phoenix, Scottsdale Center for the Arts, Mesa Public Library, Scottsdale Public Library, Peoria Public Library, Chandler Public Library, Tempe Public Library.

Contact Person:

Name: **Penny Artio**
Address: 1053 E. Moon Vista, Apache Junction, AZ 85219
Telephone: (480) 982- 6376

Description of Performance:

Formerly of AZ C.U.B.S. - Central United Bear Society. Presents educational programs about black bears in southwest and northern Arizona. Information includes what to do when a bear is encountered when camping or hiking. Uses video program, "Bear Aware". K-12 grade. Adult Education Programs also available.

Fee Plus Mileage:

No fee charged. Mileage is negotiable.

Travel Range:

Negotiable.

Past Performance:

REI stores and libraries, schools, A.A.L.E.

Contact Person:

Name: **Aloha Hoomalimali, Alice Stewart**
Address: 8155 E. Crescent Circle, Mesa, AZ 85208-4721
Telephone: (480) 986-7293 or Beverly Ibbs (480) 830-8124

Description of Performance:

Performs dances from Polynesian Islands, including Hawaii, Samoa, New Zealand, and Tahiti with appropriate costumes. The Folksteppers, dances of all nations, The LUV clowns, variety shows.

Fee Plus Mileage:

$100/45 minutes to 1 hour program.

Travel Range:

Metro Phoenix area; usually no mileage. Can go to Flagstaff; Mileage fee.

Past Performance:

Twin Knoll Mobile Home Park, Val Vista Lakes, various nursing homes.

Contact Person:

Name: **Dorothy Daniels Anderson**
Address: 4311 East Clarendon, Phoenix, AZ 85018
Telephone: (602) 957-0462 or ddastory@worldnet.att.net

Description of Performance:

Professional author / storyteller: Dresses in costume and tells stories about Arizona in the "Olden Days." Stories are researched and written by D. Anderson. She will also speak to children about how she writes and tell how to get published.

Fee Plus Mileage:

Between $100-$300 per hour depending on distance and size of audience. Negotiable.

Travel Range:

All of Arizona.

Past Performances:

Phoenix Public Library, Douglas Public Library, Glendale Community College Schools; clubs; banquets; conventions; Arizona State Library Association.

Contact Person:

Name: **The Arboretum of Flagstaff, Steve Yoder, Education Director**
Address: PO Box 670, Flagstaff, AZ 86002
Telephone: (520) 774-1442

Description of Performance:

Variety of programs and crafts relating to plants. Example: seed workshops. Theme centers around "The Giving Tree" by Shel Silverstein.

Fee Plus Mileage:

Call for information.

Travel Range:

Northern Arizona.

Past Performances:

Flagstaff Public Library, Williams Public Library. Presented programs in Cottonwood, Show Low, Payson, Springerville and Gallup, NM.

Contact Person:

Name: **The Arizona Historical Society Museum, Peg Kusner**
Address: 1300 N. College, Tempe, AZ 85281
Telephone: (480) 929-0292 ext. 136

Description of Performance:

Living History Outreach Program. Historical character comes in costume with appropriate props and gives a 30 to 45 minute presentation. Characters include a mountain man, conquistador, Jack Swilling, Martha Summerhays, Lt. Henry Flipper, Lucy Luckett, Ranch woman, Tom Rynning, Sharlot Hall, Frances Willard Munds, Marshal Jack Allen, Addie Mae Carter, Nellie Cashman. Program is being expanded to include other characters.

Fee Plus Mileage:

$80 Phoenix metro area, and 30¢ per mile outside Phoenix area. Scholarship money available for rural outreach and at-risk audiences. Call for information.

Travel Range:

Arizona.

Past Performances:

Maricopa County Library System, Mesa Public Library, Chandler Public Library, Tempe Parks and Recreation.

Contact Person:

Name: **Arizona Science Center**
Address: 600 E. Washington Street, Phoenix, AZ 85004
Telephone: (602) 716-2000 or (602) 716-2026 **Fax:** (602) 716-2099

Description of Performance:

The Science Center offers outreach programs for students, teachers, and community groups. Student programs range from in classroom demonstrations on astronomy and chemistry to indoor / outdoor programs on science in the desert. Teacher programs are perfect for staff development and include topics such as Desert Science, Preschool Science, and Physical Science. The Science Center's other educational resources and services include a Computer Clubhouse, Resource Department, and Mentor Program.

Fee Plus Mileage:
Vary

Travel Range:
Arizona.

Past Performances:
Glendale Public Library, Phoenix Public Library System, Tempe Public Library, Mesa Public Library.

Contact Person:
Name: **Arizona Public Service Company, Carol Rosson**
Address: PO Box 53999, Station 8418, Phoenix, AZ 85072
Telephone: (602) 250-3418

Description of Performance:
Electrical safety for elementary age children. Free kits for 1st through 4th grade; interactive lecture and video for 5th grade.

Fee Plus Mileage:
Free within APS service territory.

Travel Range:
Within APS service territory.

Past Performance:
Public schools in Glendale, Phoenix, Wickenburg, Scottsdale, Avondale, Paradise Valley, Clarkdale, Jerome, Flagstaff, Globe, Miami.

Contact Person:
Name: **Doris Asano**
Address: 1201 W. Seldon Lane, Phoenix, AZ 85021
Telephone: (602) 997-0679

Description of Performance:
Origami. (creative paperfolding)

Fee Plus Mileage:
Does not charge except for materials use. Mileage negotiable.

Travel Range:
Phoenix metro area.

Past Performance:
Dobson Ranch Library, Mesa Main Library, Arizona Museum for Youth, Phoenix Public Library.

Contact Person:
Name: **Lon Austin**
Address: 7361 W. Mescal, Peoria, AZ 85345
Telephone: (623) 979-8374

Description of Performance:
Songwriter, folksinger, and zen trained prevaricator. Can perform before all age groups. Lon and wife Sandra are also a resource for locating other valley area acoustic performers. Also performs with Dean Cook as Rust-"Arizona Raccoon Tours" and with Trail Dust, a group of 11 singers and storytellers. Gold Dust-Mining, Rail Railroad, songs, stories, poems.

Fee Plus Mileage:
Negotiable within Arizona.

Travel Range:
Phoenix Metro area.

Past Performance:
Sharlot Hall Museum Folk Festival, coffee houses, Peoria Public Library Folk Music series, campouts. Author / Storyteller. Bilingual and Multicultural Storytelling and Song, Love of Reading. Age level: Preschool, Intermediate. Publications: *Pinata: Bilingual Songs for Children*, (cassette/book.) *Get Ready, Get Set, Sing!* (cassette/book), *I Was Walking Down the Road* (English/Spanish) *Todos, Listos, canten: canciones para ninos* (cassette book) (cd book). $250 for 2 sessions. $300 for 3 sessions. Only occasionally.

Contact Person:
Name: **Berta Benally**
Address: PO Box 1492, Flagstaff, AZ 86002
Telephone: (520) 527-1041

Description of Performance:
Native American Dance; Navajo Traditional and Intertribal Dance; Native American storytelling - winter time; Musical group - Black fire; School Residencies. Alter-Natives Jones Benally is first traditional consultant in the U.S. working with the Indian Health Service.

Fee Plus Mileage:
Negotiable.

Travel Range:
International and U.S.

Past Performance:
(1994) Luther Burbank Center; Santa Rosa California; Mesa Libraries; World Soccer Finals; Festival Internationale (LA); Smithsonian Institute; Rome, Italy; Norway; East Germany; Ohio; California; Washington D.C. and many other places.

Contact Person:
Name: **Karen Black**
Address: 5209 N. Tigua Dr., Tucson, AZ 85704
Telephone: (520) 888-3926

Description of Performance:
Storyteller of farm life, Southwest tales, folk tales, ghost stories, and campfire stories for all ages.

Fee Plus Mileage:
Negotiable.

Travel Range:
Tucson only.

Past Performances:
Iowa Storytelling Festival, libraries, Tohono Chul Park, Amphitheater District schools, and churches.

Contact Person:
Name: **Joan Bourque**
Address: PO Box 1112, Cornville, AZ 86325
Telephone: 520-634-6606 **FAX:** 520-639-3483

Description of Performance:
School & classroom presentations for grades 2 through 9. Topics include: Who is the Strangest Creature in the Sea? Ocean Environments, Island Life, Biodiversity in Our Oceans & in our Lives (shows kids they are as individual as the creatures in the ocean), Conservation. Author of *Dreams of Dolphins Dancing*.

Fee Plus Mileage:
$50.00

Travel Range:
Arizona

Contact Person: **Laurie Burke**
Name: Pacific Roads Records
Address: 2370 W. Hwy 89A, Ste 11-286, Sedona, AZ 86336
Telephone: (520) 282-6617

Description of Performance:
Musical concert. Has own CD "Dream Songs" which is a collection of lullabies and children's songs.

Fee Plus Mileage:
$150 in Phoenix or Flagstaff, outside of Phoenix or Flagstaff will be an additional fee for lodging and mileage.

Travel Range:
Arizona

Past Performance:
Flagstaff / Coconino County Library, Cottonwood Public Library, Sedona Arts Festival. Sedona Public Library.

Contact Person:
Name: **Lollie Butler**
Address: 2046 E. 5th Street, Tucson, AZ 85719
Telephone: (520) 622-2046

Description of Performance:
Author / Storyteller. Topics: Dinosaurs, Animals, Native Americans. Age Level: Preschool, Intermediate, Teens. Publications: *The Magical World of Dinosaurs, The Magical World of Prehistoric Animals.* Articles in *Ladybug* and *Cricket.*

Fee Plus Mileage:
Figured on a sliding scale. Call for quote.

Travel Range:
Arizona.

Past Performance:
Tanque Verde Schools, Tucson Public Library, Children museums. Recipient of the Arizona Commission of the Arts Award.

Contact Person:
Name: **Frank Cardamone**
Address: 825 Patrick Lane, Prescott, AZ 86303
Telephone: (520) 717-1760

Description of Performance:
Juggler & Juggling Workshops.

Fee Plus Mileage:
$50 within Yavapai County

Travel Range:
Yavapai County

Past Performance:
Cottonwood Public Library, Ash Fork Public Library.

Contact Person:
Name: **Coconino County Dept. of Health Services, Injury Prevention Program**
Address: 2625 N. King Street, Flagstaff, AZ 86004
Telephone: (520) 522-7871

Description of Performance:
" Safe Kids," contact Tricia Fortin. Bicycle safety, car seats, teen suicide prevention.

Fee Plus Mileage:
Free.

Travel Range:
Coconino County.

Past Performances:
Elementary schools, preschools.

Contact Person:
Name: **Coconino County Sheriff's Department-Captain Terry Lawson**
Address: PO Box 39, Flagstaff, AZ 86002
Telephone: (520) 774-4523

Description of Performance:
Hug-A-Tree program. Teaches children what to do if they become lost in the woods; how to make themselves "big" for helicopters and searchers; and about survival kits.

Fee Plus Mileage:
Free.

Travel Range:
Coconino County only.

Past Performance:
Flagstaff schools.

Contact Person:
Name: **K. E. Conway**
Address: Sedona, AZ 86341
Telephone: (520) 284-1074

Description of Performance:
Preschool and up presentation on whales and dolphins including story book, photo books, anatomically correct models of whales, discussion and listening to sounds of whales and dolphins--also video tapes, if VCR is available. Arts and crafts.

Fee Plus Mileage:
Small fee and mileage negotiable.

Travel Range:
Arizona.

Past Performance:
Sedona Public Library preschool story time with whale story, discussion, cassette taped whale sounds and baleen whale feeding demonstration. Cottonwood Public, Black Canyon Public, and Camp Verde Public Libraries, Prescott Library.

Contact Person:
Name: **Susan Corl**
Address: PO Box 898, Patagonia, AZ 85624
Telephone: (520) 394-2926

Description of Performance:
Children's workshop on paper making, bookbinding for children, dolls, mask making and other crafts, puppets, gourds, Ukrainian egg decorating, corn husk dolls, bead work, quilts, gardening, multicultural.

Fee Plus Mileage:
Negotiable for workshop, plus mileage, plus expenses. $200 a day.

Travel Range:
Arizona.

Past Performances:
Patagonia Public Library, Nogales, and Rio Rico Libraries. Very Special Arts Festival, Mesquite Grove Gallery, Artists in Residence throughout the state.

Contact Person:
Name: **Jay Cravath**
Address: 10438 S. 45 Place, Phoenix, AZ 85044
Telephone: (480) 893-1482 **Fax:** (480) 893-1482

Description of Performance:
Humanities scholar and multi-instrumentalist, Kokopelli, Music of Arizona Pioneers, Music and Culture of Arizona Native Americans, The Ballad of Arizona, 1000 years of Song-documentary and discussion.

Fee Plus Mileage:
Works through Arizona Humanities Council. Programs are offered free by a simple grant. Call AHC at (602) 257-0335. Roster artist for Arizona Commission on the Arts (602)-255-5882. Cravath will also contract directly with organization (480) 893-1482.

Travel Range:
Statewide

Past Performance:
Phoenix Art Museum, Scottsdale Center for the Arts, Yuma Crossing State Park, various Phoenix and Scottsdale branch libraries.

Contact Person:

Name: **DJ the Clown**
Address: PO Box 41955, Phoenix, AZ 85080
Telephone: (602) 580-0834

Description of Performance:

Balloon sculpturing, pocket magic, magic shows, face painting, balloon bouquets, balloon decorating, mimes, Santa with a real beard, and more.

Fee Plus Mileage:

Varies according to performance. Programs starting at $75. Multiple hours, reduced rates. Mileage charged outside Phoenix metro area.

Travel Range:

Arizona.

Past Performances:

Glendale Public Library, Fort McDowell Library, Mesa Parks and Recreation, City of Tempe, City of Chandler, Douglas, Phoenix Parks & Recreation, Scottsdale Parks & Recreation, Dobson Ranch Public Library and many others.

Contact Person:

Name: **Jill Detter**
Address: 1022 East Keim Drive, Phoenix, AZ 85014
Telephone: (602) 274-8076 **E-mail:** Jdetter@nsl.lib.ei

Description of Performance:

Storytelling: Folktales and Fairytales, Mother Goose Stories and Rhymes, Creative & Participation Drama, Stories from Around the World. Age level: Preschool, Intermediate, Juvenile.

Fee Plus Mileage:

Negotiable.

Travel Range:

Arizona.

Past Performances:

Phoenix Public Library (Central and Branches); Shumway Public School, Chandler; Madison School District.

Contact Person:

Name: **Don Doyle**
Address: 1903 E. Fairfield, Mesa, AZ 85203
Telephone: (480) 833-3013 (480) 833-8988

Description of Performance:

Storyteller. Tells legends, folk traditions of the world cultures, Celtic stories, and personal experience stories.

Fee Plus Mileage:

$400/day for 45 minute program in Phoenix metro area; $400 plus mileage and expenses outside Phoenix metro area.

Travel Range:
Arizona wherever needed.

Past Performances:
Phoenix Public Library, Mesa Public Library, Apache Junction Public Library, school libraries across the state, Arizona State Library Conference Fall '93. Exchange place teller, representing Western U.S. at Jonesboro Storytelling, Timponogas Storytelling Festival '97. Port Angeles Storytelling Festival '98.

Contact Person:
Name: **Education Dept. of Planned Parenthood, Diane Dudley**
Address: 5651 N. 7th Street Phoenix, AZ 85014
Telephone: (602) 263-4244

Description of Performance:
National Family Sexuality Education Month Programs (October). Various programs in English and Spanish for parents and children. "Including Growing Up: What's Happening?" "How To Talk To Your Kids About Sex," and "Responsible dating," and "Safe Dating". Scheduled to do programs at various libraries throughout the year. Also have 3000 books on reproductive health care and have videos and other teaching aids available. Open to the public. (May) National teen pregnancy awareness month.

Fee Plus Mileage:
Free

Travel Range:
Maricopa County mostly but will travel to other areas. Flagstaff, Yuma, Globe, Prescott.

Past Performances:
Presentations in valley area schools, clubs, and various organizations.

Contact Person:
Name: **Paul W. Estes of *The Magicians***
Address: PO Box 66952, Phoenix, AZ 85082-6952
Telephone: (602) 257-4261

Description of Performance:
Magic show and / or lecture / demonstration of principles of deception and / or magic workshop for youth or adults.

Fee Plus Mileage:
$150 Phoenix metro area. $200 outside Phoenix metro area.

Travel Range:
Arizona.

Past Performances:
Scottsdale Public Library, Glendale Public Library, Tempe Public Library, Mesa Public Library, Nogales Public Library, Peoria Public Library, Phoenix Public Library, Sierra Vista Public, Cottonwood Public Library, Camp Verde Public Library.

Contact Person: **Marge Fallon**
Name: The Myth Maker
Address: PO Box 958
Telephone: Sedona, AZ 86339

Description of Performance:
Storyteller – stories, tales & myths.
Fee Plus Mileage:
Call for current fees.

Travel Range:
Arizona

Past Performance:
Cottonwood Public Library, Sedona Public Library, Camp Verde Public Library.

Contact Person:
Name: **Pam Faro**
Address: 310 1/2 Baseline Road, Lafayette, CO 80026
Telephone: (303) 665-2721 or (602) 508-9331
or c/o Mark Faro, 3521 E. Virginia Ave., Phoenix, AZ 85008

Description of Performance:
Multi-cultural tales, bilingual Spanish-English stories animal stories with music, math stories (one word), storytelling workshops, true story of great-uncle who survived the Titanic for 3rd grade and adult. Age level: Preschool, Intermediate, Juvenile, and grades 9-12 and adult.

Fee Plus Mileage:
$150

Travel Range:
Anywhere.

Past Performance:
Phoenix Public Library, Rocky Mt. Storytelling Festival, Kansas Storytelling Festival, Iowa Storytelling Festival, 1992 National Storytelling Festival in Tennessee.

Contact Person:
Name: **Flutterbys Puppets, Clair Radich**
Address: 4638 N. 22nd Avenue, Phoenix, AZ 85015-4031
Telephone: (602) 246-4043

Description of Performance:
Presents wide variety of puppet shows for children, many with a holiday theme. Gives workshops for children or adults to make and use puppets. Mother Goose characterization, will do strolling performances.

Fee Plus Mileage:
$50 for 30 minutes, with longer programs and workshops, fee negotiable. Mileage if outside Phoenix metro area.

Travel Range:
Arizona.

Past Performance:
Glendale Public Library, Casa Grande Library, Patagonia Elementary School, Whittier School-Phoenix, Desert Foothills Library.

Contact Person:

Name: **Folksteppers, Alice Stewart**
Address: 8155 E. Crescent Circle, Mesa, AZ 85208-4721
Telephone: (602) 986-7293 or Beverly Ibbs, (602) 830-8124

Description of Performance:

Performs dances of all countries, "Trip Around the World," or will concentrate on one country. Performs Irish programs, Israeli Programs, Cinco de Mayo programs and Oktoberfest events. Scandanavian, May Day Events.

Fee Plus Mileage:

$100 for 45 minute to 1 hour program.

Travel Range:

Metro Phoenix area, usually no mileage; can go to Flagstaff, mileage fee.

Past Performance:

Twin Knolls Mobile Home Park, Val Vista Lakes, various nursing homes.

Contact Person:

Name: **Dennis R. Freeman**
Address: Suite 377, PO Box 42036, Phoenix 85080-2036
Telephone: (623) 465-7791 or Outside Phoenix Metro 800-653-1483
e-mail: cuento@primenet.com

Description of Performance:

Storyteller, playwright. Topics include Southwest legends; personal narrative and world folklore. Oral historian, specializing in family stories.

Fee Plus Mileage:

$350 - $650 plus travel if required for one to three same day performances. Will consider lower fees for libraries.

Travel Range:

Arizona, Colorado, New Mexico.

Past Performances:

Artist in Education, Artist in Residence, Museum of Northern Arizona, Eastern Arizona College, Arizona Western College, Maricopa Community Colleges, Mohave Community College, Desert Caballeros Western Museum.

Contact Person:

Name: **Roman Galvan**
Address: 3166 Gopher Rd., Chino Valley, AZ 86323
Telephone: (520) 636-8528

Description of Performance:

Multi-National Story Teller, Actor, Singer, Role Player.

Fee Plus Mileage:

$40.00 (1/2 to 1 hr. performance) + mileage (10¢ per mile)

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Travel Range:
Yavapai County - Northern Arizona

Past Performance:
Prescott-Asian; Pacific Legends; Camp Verde Public Library; Mayer Public Library; Cottonwood Public Library; Clarkdale Public Library; Flagstaff Public Library. Roundtable stories as Merlin; Chino Valley-2 years. Director of Summer Drama Program; also multi-lingual, sign singing, sfx make-up, shadow puppetry, Kabuki, Commedia and Greek theater experience.

Contact Person:

Name: **Margaret K. Garaway**
Address: 3600 W. Mesa Ridge Trail, Tucson, AZ 85742-8841
Telephone: (520) 579-9321

Description of Performance:
Author. Writing workshops. Published: *The Old Hogan; Ashkii y el abuelo*; *Dezbah and the Dancing Tumbleweeds, The Teddy Bear Number Book, Los Numeros Con Ositis,* and *Of Hopes & Dreams (1913 Diary*). Age level: Preschool, Intermediate, Juvenile. (Spanish / English Audio and paper.)

Fee Plus Mileage:
$300 plus travel expenses and lodging if outside the Tucson area.

Travel Range:
Arizona & New Mexico

Past Performance:
Schools & Libraries throughout Arizona, University of Arizona, S.E.E.K. Program.

Contact Person:

Name: **Harlynne Geisler**
Address: 5361 Javier Street, San Diego, CA 92117-3215
Telephone: (619) 569-9399 **Fax:** 619-569-0205
E-mail: storybag@juno.com or storybag@cts.com
Web: www.swiftsite.com/storyteller

Description of Performance:
Hauntingly true ghost stories. Riddle Me This: Asian tales; A Fiesta Of Folktales: Hispanic stories from New Mexico, Mexico, and Central America; Woof! Dog Tales Around the World For Kids; Highland Hauntings: Tales of Scotland; The Speaking of the Green: Irish tales.

Fee Plus Mileage:
For $400 per day. Harlynne will perform at 3 libraries.

Travel Range:
Nationwide.

Past Performance:
Albuquerque, New Mexico (9 branches); Austin, Texas (6 branches); Illinois (7 cities); Sacramento Public Library; San Diego City Public Library System (26 branches); Tucson, AZ (2 branches); Oceanside Library Family Sleep-Over; Beverly Hills Library Family Storytelling Festival; Huntington Beach Library Carnival of Folk Tales; READ/San Diego's Fifth Anniversary Celebration of Literacy.

Contact Person:

Name: **Great Arizona Puppet Theater**
Address: PO Box 7001, Phoenix, AZ 85011
Telephone: (602) 262-2050

Description of Performance:

Extensive repertoire including fairytales; original shows; educational shows on environment, water conservation, Native American legends, endangered species. Puppet shows appropriate for preschoolers through adult and for both large and small audiences. Also performs Navajo and Chinese shadow stories.

Fee Plus Mileage:

$125-$450, 25¢ per mile outside metro area.

Travel Range:

Travel throughout Arizona.

Past Performances:

The company performs thousands of performances each year at their theater and at libraries, schools, Churches, community centers, shopping centers, private homes, child care centers, the Desert Botanical Garden as well as the cities of Phoenix, Mesa, Chandler, Gilbert, and the Phoenix Zoo.

Contact Person:

Name: **Fatimah Halim**
Address: 4133 N. 15th Drive, Phoenix, AZ 85015
Telephone: (602) 230-0797

Description of Performance:

Author / Storyteller. Urban / Contemporary tales, Black History, Cultural Awareness, Self-Esteem, Kwanzaa. Her programs strive to foster harmonious relationships among groups. Published: *Reflections: Black Women in History, and Kwaanza Workbook*. Age level: Preschool, Intermediate, high school, adult.

Fee Plus Mileage:

$300/hour.

Travel Range:

Arizona, or outside of the state.

Past Performance:

Phoenix Public Library, Mesa Public Library, Cochise School, Herberger Theater, Phoenix Art Museum, Brazil, and Africa.

Contact Person:

Name: **Sue Handke for Danny Handke**
Address: 8307 N. 85th Place, Scottsdale, AZ 85258
Telephone: (480) 991-3131

Description of Performance:

A 16 year-old student, teaches kids to draw familiar cartoon characters such as Tweety Bird and Wyle E. Coyote. Also plays two games: 1) Create a Toon where the audience tells him where to place the lines and the finished product is one big character which is created from the kids own imagination and 2) "Name that Toon" where Danny draws familiar cartoon characters and the kids must guess the character before he finishes.

Fee Plus Mileage:

45 minutes presentation plus mileage.

Travel Range:
Statewide.

Past Performances:
Taught cartooning at the Scottsdale Center for the Arts; Kids Camp at the Phoenician Resort; created logos for local businesses and his school; and has his own company called Fantast-a-Toons; Maricopa County Libraries; Page Public Library; Apache Junction Public Library; Showlow Public Library; and Phoenix Childrens Hospital.

Contact Person:

Name: **Sue and Kyle Harris**
Address: 1502 E. Sunnyside Drive, Phoenix 85020
Telephone: (602) 943-8645

Description of Performance:
Folksinger, Storytelling, AZ History tie-ins

Fee plus Mileage:
Varies, depends on number of shows and mileage.

Past Performance:
Peoria Public Library, Scottsdale Center for the Arts, Arts in Education, Charlotte Hall Folk Festival.

Travel Range:
Statewide

Contact Person:

Name: **Heard Museum, Ed. Services; Gina Laczko**
Address: 2301 N. Central Avenue
Telephone: (602) 252-8848

Description of Performance:
Speakers Bureau consists of slide / lecture presentations on a variety of Southwestern Native American themes with hands-on artifacts. Also available are small traveling exhibits on rain, Hopi Kachina Dolls, and a folk artist from Guatemala. Display is free standing and requires low security and minimum space. A variety of educational activities and information are available on the Internet.

Fee Plus Mileage:
Free.

Travel Range:
Arizona.

Past Performances:
Provided an exhibit on *Rain as the Indians in the Southwest View It*, and included both an adult speakers program with slides and a children's program at the Gilbert Public Library, Heard Organization, and Apache Junction Public Library.

Contact Person:

Name: **B. G. Hennessy**
Address: 7837 N. 54th Street, Paradise Valley, AZ 85253
Telephone: (480) 948-5288

Description of Performance:
Author. Published *Jake Baked the Cake*. Among others. Age level: Preschool, Intermediate.

Fee Plus Mileage:
Negotiable.

Travel Range:
Negotiable.

Past Performance:
Arizona Reading Conference, Society of Children's Literature, Scottsdale Public Schools, Paradise Valley Schools.

Contact Person:
Name: **Bill Herron**
Address: PO Box 17131, Tucson AZ, 85731
Telephone: (520) 733-7000

Description of Performance:
45-min. - 1 hour Science Shows, High energy entertainment introducing several concepts of science in an exciting manner, Great fun for children 5-12 years old. One hour workshops covering over 40 subjects. Hands on where we bring the equipment and instructor and the children always make things and take something home. Children 5-12 years old. Full-day or half-day sessions that give 5-12 year old children hands on activities on a science subject/concept.

Fee Plus Mileage:
Science shows, $150. Workshops, $3.50 per child up to 35 children, minimum $90. Full-day, Half-day sessions, widely varies dependant on number of children, length of program equipment involved. Mileage: Ajo $30, Sells, Arivaca $15, Catalina, Green Valley, Three Points, Vail Sahuarita, $10, Oro Valley, Marana $5, Tucson, South Tucson, none.

Travel Range:
Southern Arizona.

Past Performances:
Over 50 elementary schools, All YMCA's, 9 parks and Rec KIDCO sites, All Pima Parks and Rec sites, All Tucson Malls, Various Childcare Centers, Old Tucson Studios, Various Churches, 19 Pima County Libraries, bookstores and corporate events.

Contact Person:
Name: **Mary Hollan**
Address: 11001 N 7th Street #1176, Phoenix, AZ 85020
Telephone: (602) 906-0377 **Fax:** (602) 906-0377

Description of Performance:
Musical performance enhancing children's rhythm and musical ear. Singing and dance included. Disney music and folk songs.

Fee Plus Mileage:
Phoenix area ($150) plus $50 mileage.

Travel Range:
Green Valley to Flagstaff.

Past Performance:
Mesa Public Library and Branches, Glendale Pubic Library, Sedona Public Library, Tucson Public Library Branches, Tempe Public Library, Maricopa County Library Branches.

Contact Person:

Name: **Rich Howard Entertainment**
Address: 3502 N. 81st Street, Scottsdale, AZ 85251
Telephone: (480) 945-9193

Description of Performance:

Fast-paced music, magic and juggling. Lots of interaction with children. He invents musical instruments. He demonstrates the process of taking creative ideas and putting them into action.

Fee Plus Mileage:

Minimum $100 per show plus mileage and expenses.

Travel Range:

Arizona.

Past Performances:

Tolleson Public Library, Scottsdale Public Library, Douglas Public Library, Scottsdale School District, and Page Public Library.

Contact Person:

Name: **Heather Irbinskas**
Address: 9415 E. Wrightstown Road, Tucson, AZ 85715
Telephone: (520) 298-2145

Description of Performance:

Author. Published: *How Jackrabbit Got His Very Long Ears*. Age level: Preschool.

Fee Plus Mileage:

Negotiable.

Travel Range:

Statewide.

Past Performance:

Walter Douglas, Laguna, Rio Rico Schools, Arizona Young Authors Conference.

Contact Person:

Name: **Diane Iverson**
Address: 2243 Mountain Oak Road, Prescott, AZ 86305
Telephone: (520) 541-9304

Description of Performance:

Author of nature books. Shows research process to create her books with both slide and drawing demonstrations. Comes dressed in hiking gear.

Fee Plus Mileage:

$200 (includes mileage) for Yavapai County.
$500 plus mileage for outside Yavapai County.

Travel Range:

Arizona

Past Performance:

Cottonwood Public Library, Chino Valley Library, Phoenix Public Library-Main branch, Abia Judd.

Contact Person:

Name: **Jolly Roger**
Address: 6801 E. Mescal Street, Scottsdale, AZ 85254
Telephone: (480) 991-4292

Description of Performance:

Children's entertainer. Presents magic, illusions, and educational program including story tricks. Also has a program that consists of games and competition. Longer shows, may include games, competitions, prizes.

Fee Plus Mileage:

Negotiable.

Travel Range:

Anywhere.

Past Performance:

Maricopa County Libraries, Mustang Branch of Scottsdale Public Library, Apache Junction Public Library.

Contact Person:

Name: **Kathryn Lance (pen name: Lynn Beach)**
Address: 3272 N. Glen Creek Dr., Tucson, AZ 85712
Telephone: (520) 326-2555 **Fax:** (520) 326-2555

Description of Performance:

Author of *Phantom Valley Series* and hard cover book, *Going to See Grassy Ella*. 2 Ghost of Fear Street Books: *Night of the Werecat* and *Caution: Aliens at Work*. Will make author visits. Talks about writing process, about plots, and interacts with children. Reads from her books. Age level: 4-6th grade.

Fee Plus Mileage:

$50/class or negotiable. If outside of Tucson area must provide transportation.

Travel Range:

Tucson area. Will travel outside of Tucson area if transportation is provided.

Past Performances:

Tucson schools including Brichta Elementary School, Tanque Verde Elementary School, Fort Lowell Elementary School, Manzanita Elementary School and Mansfield Junior High, and many others.

Contact Person:

Name: **Anne Lee**
Address: 7755 E. Edison, Tucson AZ.
Telephone: (520) 751-1402

Description of Performance:

Storyteller of Multicultural Tales.

Fee Plus Mileage:

Negotiable.

Travel Range:

Arizona.

Past Performances:

Various public libraries, Vail schools, Tucson Unified School District schools, and Tohono Chula Park.

Contact Person:

Name: **Deanne Lewis RN, CMS**
Address: 650 Robinson Dr., Prescott, AZ 86301
Telephone: (520) 778-6473

Description of Performance:

"Historical Florence Nightingale" in costume, tells stories and answers questions about her life, her role in modern nursing, as a pioneer in statistics, setting new standards in military health, and challenging the traditional Victorian women's role. Appropriate for school age children and adults.

Fee Plus Mileage:

$75 - plus mileage.

Travel Range:

Arizona, as possible.

Past Performance:

Arizona Nurses Association State Convention, Chapter 5 AzNA, VA Medical Center Volunteers, Prescott Public Library.

Contact Person:

Name: **Sylvia Long**
Address: 8502 E. Welsh Trail, Scottsdale, AZ 85258-1412
Telephone: (480) 483-6181

Description of Performance:

Author and Illustrator. Has illustrated the following: *Hush Little Baby*; *Hawk Hill*; She does author signings, or some artwork design such as t-shirts, bookmarks, and postcards.

Fee Plus Mileage:

No fee. Mileage fee for out of town.

Travel Range:

Phoenix and occasionally out of town.

Past Performance:

Designed T-shirts and postcards for Phoenix library. Participated in a show of original illustrations of children's books held at the Phoenix Public Library.

Contact Person:

Name: **Cynthia Lukas**
Free Lance Writer
Address: 8001 E. Paraiso Drive Scottsdale, AZ 85255
Telephone: (480) 585-6180

Description of Performance:

Creative writing and how to get published by an author or teacher. Free lance writer of novels, keynote speaker at various programs for adults and youths, and teaches workshops in creative writing. Published Young Adult novel, Center Stage Summer for children ages 12- 14 years. Teaches writing at Paradise Valley Community College.

Fee Plus Mileage:

Standard fee for library program is $150 plus expenses, school appearance $200-300/day, educational conferences $250 and up or negotiable depending on circumstances.

Travel Range:
Throughout Arizona, if travel expenses are paid.

Past Performances:
Taught at seminars and taught writing workshops for adults and young people. Most recently appeared in conjunction with Young Authors Week in elementary schools as a leader of workshops. Wrote stories that were published in newspapers and magazines, poetry, also published a novel.

Contact Person:
Name: **Luv Clowns, Alice Stewart**
Address: 8155 East Crescent Circle, Mesa, AZ 85208-4721
Telephone: (480) 986-7293

Description of Performance:
Variety of programs including walk around magic tricks, face painting, toy balloon sculptures, puppets, ventriloquism, songs, dances, skits and audience participation.

Fee Plus Mileage:
$50 / clown for 2 hour program.

Travel Range:
Metro Phoenix area, generally no mileage, can go to Flagstaff, mileage fee.

Past Performances:
East Mesa branch of Mesa Public Library, Chandler Public Library, Toddler's Inn, Junior Village.

Contact Person: **Lynn Lynton**
Name: Fresh Thyme Productions
Address: PO Box 30224, Phoenix AZ 85046
Telephone: (602) 440-1074 (Phoenix), (520) 284-9317 (Sedona)

Description of Performance:
Musical concert. Has own CD "There's a Dinosaur in My Backyard".

Fee Plus Mileage:
Call for fees

Travel Range:
Arizona

Past Performance:
Cottonwood Public Library, Glendale Public Library, Scottsdale Center for the Arts & numerous Phoenix locations.

Contact Person:
Name: **Thomas M. Marcellino**
Address: PO Box 4498, Apache Junction, Arizona 85278
Telephone: (480) 984-6017

Description of Performance:
Available for Desert Awareness / Rattlesnake Behavior presentations. Past President of the International Venomous Snake Society. Owner, S.W. Rattlesnake exhibit.

Fee Plus Mileage:
$50 per hour. Minimum (1) hour.

Travel Range:
East Valley

Past Performance:
Apache Junction Public Library.

Contact Person:
Name: **Judy Norman**
Address: 7437 W. Acoma, Peoria, AZ 85381
Telephone: (602) 979-4875

Description of Performance:
Storyteller. Programs include, "Many Peoples, Many Places," "Serious Laughter." Some Spanish and Sign as well as English.

Fee Plus Mileage:
$75/40 minutes plus 25¢/mile over 50 miles plus expenses (or meals and lodging provided).

Travel Range:
Arizona.

Past Performances:
Cochise County libraries, Peoria Public Library, Peoria School District, and Washington School District.

Contact Person:
Name: **Carol Merril**
Address: 2202 N. Mohave, Chino Valley, AZ 86323
Telephone: (520) 636-0982

Description of Performance:
Storytelling and traveling museum relating to Indian stories.

Fee Plus Mileage:
$50 plus transportation and lodging, if necessary.

Travel Range:
Northern Arizona.

Past Performance:
Chino Valley Library, Sedona Public Library, Flagstaff Public Library.

Contact Person:
Name: **Mesa Youth Placement Service, Pris Merlene**
Address: 1025 N. Country Club Drive, Mesa, AZ 85201-3307
Telephone: (480) 649-2150 **Fax:** (480) 649-2111

Description of Performance:
Mesa Youth Placement Service is a community funded program providing workshops to students ages 12-19, who live or attend school in the City of Mesa. The workshops are job seeking skills, resume writing, babysitting, and mock interviews. During the month of August we coordinate a "Junior High Jitters" workshop for students entering junior high school and their parents. This workshop helps with the transition of youth from elementary to junior high school.

Fee Plus Mileage:
No charge.

Travel Range:
Boundaries of City of Mesa.

Past Performances:
Provide year round service to youths ages 12-19 in all Mesa Public Junior High and High Schools.

Contact Person:

Name: **Vi Meyer**
Address: 6521 E. Shea Boulevard, Scottsdale, AZ 85254
Telephone: (480) 948-6508

Description of Performance:
Storyteller, stories about the environment and how to care for it. Arizona history, Renaissance (with costume), Poetry (with storytelling). Age level: Preschool, Intermediate Juvenile. Also adult programs, perform historical characterizations for AZ Historical Society Museum.

Fee Plus Mileage:
$50 / class or $125 / assembly, multiple classes, negotiable.

Travel Range:
Arizona; beyond Phoenix (mileage, lodging).

Past Performance:
Payson Schools, Casa Grande Schools, Phoenix Valley Schools, ASU West, Community Colleges.

Contact Person:

Name: **Gloria Meyers**
Address: 715 W. Congress, Tucson, AZ 85745
Telephone: (520) 884-7951

Description of Performance:
Storytelling for children and adults. Audience participation with songs, chants, movement and acting. Mostly African and African American stories.

Fee Plus Mileage:
$100 per 45 to 60 minutes session plus mileage and expenses outside Tucson metro area.

Travel Range:
Arizona.

Past Performances:
Mission Pubic Library, tutor / advisor for Tucson Unified School District African American studies.

Contact Person:

Name: **Jan Mike**
Address: 1118 S. Mann Avenue, Tucson, AZ 85710
Telephone: (520) 790-0732

Description of Performance:
Author of 28 books: *Desert Seasons, Gift of the Nile, Opossum and the Great Firemaker* and cut and color paper doll books about Indians tribes of Arizona. Writing workshops, children to adult.

Fee Plus Mileage:
Negotiable plus mileage and expenses.

Travel Range.
Southern Arizona.

Past Performances:
Tucson schools, Phoenix Public Library, Panelist Southwest Authors' Conference, and Society of Children's Book Writers and Illustrators.

Contact Person:
Name: **Ken and Lynne Mikell**
Address: 1285 Meadow Lane, Cottonwood, AZ 86326
Telephone: (520) 634-6464

Description of Performance:
Traditional Western music and Cowboy poetry, with attention to the Celtic and European origins of Western music. Music and poetry of the rest of the West (non-cowboy). Storytelling. Harp and guitar.

Fee Plus Mileage:
$100-$500. Expenses negotiated.

Travel Range:
Have guitar, will travel Arizona (call).

Past Performances:
Coconino Center for Arts, Desert Botanical Gardens, Prescott Folk Festival, Arizona Storytellers Conference, Arizona Cowboy Poetry Gathering, Sierra Vista Poetry Gathering, performed for Phoenix Boys Choir, presenter at Yavapai Community College and NAU Elder hostels.

Contact Person:
Name: **Dale E. Miller - Society of American Magicians**
Address: 2348 Tee Dr., Lake Havasu City, AZ 86406
Telephone: (520) 453-1309

Description of Performance:
Magic show geared towards children of all ages.

Fee plus Mileage:
No program fee for libraries - contact for mileage fee & housing fee if required.

Travel Range:
Mohave & La Paz Counties.

Past Performances:
Charles C. Royall Memorial Library (Lake Havasu City), Ash Fork Library.

Contact Person:
Name: **Mohave County Cooperative Extension**
Address: 101 E. Beale St., Kingman, AZ 86401
Telephone: (520) 753-3788

Description of Performance:
Contact the following people for program information: Jerry Olson, 4-H; Robin Grumbles, agriculture; Lynne Durrant, family and consumer education.

Fee Plus Mileage:
No program fee, contact for mileage.

Travel Range:
Mohave County.

Past Performances:
Mohave County Library District, Charles C. Royall Memorial Library (Lake Havasu City), and various other libraries and schools throughout Mohave County.

Contact Person:

Name: **Museum of Northern Arizona**
Address: 3101 N. Fort Valley Road, Flagstaff, AZ 86001
Telephone: (520) 774-5211 ext. 220

Description of Performance:
Puppet shows, docent led programs on archeology, pottery, rock art and prehistoric technologies. Includes a hands on activity.

Fee Plus Mileage:
$2.00 per child.

Travel Range:
Flagstaff & Verde Valley area.

Past Performance:
Flagstaff Public Library, Cottonwood Public Library, Arizona Book Festival in Phoenix.

Contact Person:

Name: **Music Performance Trust Funds; Phoenix Federation of Musicians, Ted Alan, Administrator**
Address: 1202 E. Oak St., Phoenix, AZ 85006
Telephone: (602) 254-8838

Partially subsidizes any public performance statewide including libraries, schools, and parks. Will refer to area musicians. Hours: Monday and Thursday 1-4 p.m.

Contact Person:

Name: **John Nolander, "Uniquely Speaking"**
Address: 2948 Quail Run Dr., Sierra Vista, AZ 85635
Telephone: (520) 459-8339

Description of Performance:
Rollicking library programs for children using ventriloquism, magic, comedy and audience participation. The program emphasize the promotion of reading and use of libraries. All props and equipment are provided. Renaissance stories with magic.

Fee Plus Mileage:
Program length, content and fees negotiable based on performance and library needs. Travel fees negotiable. Call for exact price.

Travel Range:

Statewide.

Past Performances:

Sierra Vista Public Library, Copper Queen Library, Nogales Library, Tubac Library, Rio Rico Library, Benson Library, Douglas Library, Sierra Vista elementary schools, Willcox schools, Gaslight Theatre in Tucson, Society of American Magicians-Stars of Magic 1995, Center for Substance Abuse-Vecinos Border Project.

Contact Person:

Name: **Nita Norman**
Address: 1513 W. Culver, Phoenix, AZ 85007
Telephone: (602) 271-9216

Description of Performance:

Storyteller. Multicultural stories. English / Spanish, English / Filipino. Storytelling Workshops. Age level: Preschool, Intermediate, Juvenile. Tortoise story and Show & Tell tortoise visit and crafts.

Fee Plus Mileage:

$75 (negotiable) + mileage if over 20 miles.

Travel Range:

Arizona.

Past Performance:

Elementary schools and libraries throughout the state including Tucson, Phoenix, and Flagstaff. Telebration delegate to China. National Storytelling Association. Artist in Residence.

Contact Person:

Name: **Tony Norris**
Address: 9475 Doney Park Lane, Flagstaff AZ 86004
Telephone: (520) 526-6684

Description of Performance:

Storyteller & Music (Guitar). Programs for children and adults that utilize song, story and poetry. Subjects include Arizona history and characters, cowboy stories, songs and poetry, folk tales and personal stories. Folktales of the Southwest, Mexico & Native Americans and Appalachian Program. Workshops on storytelling.

Fee Plus Mileage:

$100 approximately per program and mileage.

Travel Range:

Arizona.

Past Performances:

Sharlot Hall Folk Festival; Encanto Park Folk Festival; National Cowboy Poetry Gathering, Elko, Nevada; various Arizona school systems.

Contact Person:

Name: **Grace O'Dair**
Address: 1121 Shullenbarger Dr., Flagstaff, AZ 86001 (Grace O'Dair)
Telephone: (520) 774-4187 (Grace O'Dair)

Description of Performance:
Stories for all ages, some with musical accompaniment, participation stories, workshops for peer counseling groups and teachers.

Fee Plus Mileage:
Negotiable.

Travel Range:
Northern Arizona.

Past Performances:
Coconino Center for the Arts, state conferences, elementary and high schools and libraries in Utah, Idaho, and AZ. NAU workshop with therapy counseling.

Contact Person:
Name: **Remi Ogunsile**
Address: 8629 W. Encanto Blvd. Phoenix, AZ 85037
Telephone: (602) 907-2744

Description of Performance:
Traditional African Story Telling: Animals / Domestic / Morals.

Fee Plus Mileage:
$150 plus Lodging and Transportation.

Travel Range:
Arizona.

Past Performances:
Flagstaff Middle School, Phoenix Public Library.

Contact Person:
Name: **Pat Oso**
Address: 1215 W. 1st Place, Mesa, AZ 85201
Telephone: (480) 890-0792

Description of Performance:
Storytelling and workshops in storytelling techniques; multicultural folktales; Tall Tales; myths and legends; morality stories/values lessons; interactive stories.

Fee Plus Mileage:
Negotiable - will work with budgets.

Travel Range:
Throughout Arizona. Possibly out of state.

Past Performance:
Villa Montessori School, Arizona Childcare Association; Oasis Intergenerational Tutors, National Montessori Conference, many schools, teachers conference, parent groups, fund raisers, Mill Avenue Art Festival, and Artist in Residence Programs, International Education conference on the full potential of the child in Colombia and Ecuador, South America.

Contact Person:

Name: **Lorrain Ovaitt**
Address: PO Box 321, Chino Valley, Arizona 86323
Telephone: (520) 636-0675

Description of Performance:
Storytelling - all ages.

Fee Plus Mileage:
$50 plus $.25 per mile.

Travel Range:
Arizona

Past Performance
I have told stories to elementary school classes as a college student at C.S. Mott Community College in Flint, Michigan. I also told stories to college students in Flint, Michigan. At the request of many different schools, I returned to tell stories and to read stories as well as poetry to students. While living in Newport, Oregon area I was part of many public poetry and story readings.

Contact Person:

Name: **Steve Parker, Commercial Artist**
Address: 18317 E. Riverway Avenue, Greenacres, Washington 99016-9361
Telephone: (509) 927-7339

Description of Performance:
Cartooning workshops for children.

Fee Plus Mileage:
$185 first hour. More than one group, $150.

Travel Range:
Will travel to Arizona if group of libraries can arrange multi-programs.

Past Performance:
Scottsdale Public Library, Mesa Public Library.

Contact Person:

Name: **Sheila Pattison**
Address 9020 E. Saddleback Drive, Tucson, AZ 85749
Telephone: (520) 749-4375

Description of Performance:
Storyteller of ghost stories, Irish stories, and campfire stories for preschool through adult.

Fee Plus Mileage:
Negotiable plus mileage and expenses.

Travel Range:
Southern Arizona

Past Performance:
Tucson Public Library, schools, and conferences.

Contact Person:

Name: **K. J. Illusion, Kimberly Phelps**
Address: PO Box 5042, Mesa, AZ 85210
Telephone: (480) 833-4014
URL: http://www.indirect.com/www/kayne/kj.html

Description of Performance:
Magic shows, entertainment and illusions for ages 5 and older.

Fee Plus Mileage:
$85 for first 30 minutes, $95 + mileage for one hour.

Travel Range:
Phoenix Area.

Past Performance:
Edison School, Foothills Library, Gilbert Library.

Contact Person:

Name: **Phoenix Irish Step Dancers, Sharon Judd**
Address: 15 South 20th Avenue, Phoenix, AZ 85009
Telephone: (602) 253-1978

Description of Performance:
Perform all varieties of traditional Irish dance: Ceili, solo figure dances

Fee Plus Mileage:
$ 250.

Past Performance:
Chandler Public Library, performs throughout Arizona.

Contact Person: **Phoenix Zoo**
Name: Aimee Barwegen
Address: 455 N. Galvin Pkwy, Phoenix AZ 85008
Telephone: (602) 273-1341

Description of Performance:
Coupons and promotionals for the zoo. Call above number to see what is available.

Fee Plus Mileage:
$8.50 adults. $7.50 seniors, $4.25 children.

Contact Person:

Name: **Leticia Pizzino, Storyteller (Jeff Manager)**
Address: PO Box 1282, West Jordan, UT 84084-1282
Telephone: 1-800-669-7533 (brochure, reviews, and references sent upon request)
e-mail: stories@ieighty.net
Web: www.ieighty.net/~stories

Description of Performance:
Leticia is available to present a special storytelling program to coincide with the 2000 summer reading program "Read From Sea to Shining Sea" Being a professionally-trained singer/musician, she enhances her storytelling with songs and music. Leticia offers a variety of programs, all described in her informational packet. Her vast repertoire gives her stories for any occasion or age.

Fee Plus Mileage:

$95 for a 45-minute program plus a nominal travel expense.

Travel Range:

Leticia is willing to travel throughout the state.

Past Performance:

In July 1998 she was invited to perform at 7 Arizona libraries. Since 1995, Leticia has logged more than 50 performances at libraries throughout the state. She also performs at numerous schools and bookstores during each of her visits. She travels regularly and has also toured Wisconsin, California, Nevada, Oregon, Washington, Idaho and Utah. In addition, Leticia has performed at the Utah State Fair and the annual Timpanogos Storytelling Festival (one of the premier storytelling events in the nation).

Contact Person:

Name: **Steve Prchal, Cindy Prestwood, Sonoran Arthropod Studies**
Address: PO Box 5624, Tucson, AZ 85703
Telephone: (520) 883-3945 **Fax :** (520) 883-2578

Description of Performance:

Educational programs focusing on insects, arachnids and other arthropods. Programs utilize models, graphics and living arthropods.

Fee Plus Mileage:

$100 per day plus mileage; 30¢ per mile.

Travel Range:

Southern Arizona, including Phoenix area.

Past Performance:

Tucson area: local school districts, day care centers, after school programs, summer day camps; Nogales Library; Sierra Vista.

Contact Person:

Name: **Presto Magic Studio, Barry Schor**
Address: 1550 E. University, Suite R, Mesa, AZ 85203
Telephone: (480) 464-4518

Description of Performance:

Professional magician specializing in family entertainment. Teaches magic to school age children ages 6-12 years in **one time two hour class.** Performs at parties, banquets, fund raisers, Bar Mitzvahs, conventions. Presto Magic is also a full service magic store.

Fee Plus Mileage:

Cost per student $5.00 (for classes). Library programs negotiable.

Travel Range:

Arizona.

Past Performances:

Glendale Community College, Washington School District, Apache Junction Public Library, Chandler Public Library, Scottsdale Public Library, Jewish Community Center, Mesa Public Library

Contact Person:

Name: **Pro-Impact Stunt Team, Lance Lyons**
Address: PO Box 2645, Tempe, AZ 85280-2645
Telephone: (480) 858-0211

Description of Performance:
Bicycle-Skateboard-Rollerblade demonstration. Needs parking lot or basketball court sized area. The "Thrill Speakers" gain audience attention then speak on drugs resistance, goal setting, and staying in school.

Fee Plus Mileage:
$550-$650. Price depends on number of shows performed in a day.

Travel Range:
Arizona, traveling expenses outside Phoenix Metropolitan area.

Past Performances:
Over 100 school assemblies and entertainment. Traveled all over the country; featured on discovery channel and Fox Real TV; several members are stars of ESPN'S X games.

Contact Person:

Name: **Puppet Pizzazz, Joy Wade or Joyzelle Curtis**
Address: 1405 E. 3rd Place, Mesa, AZ 85203
Telephone: (480) 833-5577 or (480) 340-7510

Description of Performance:
Experience Arizona in a unique way! Large size Marrionettes, Puppeteers and Ventriloquists will sing and dance their way into your hearts along with full size saguaro cacti and a whole array of western characters other shows available: Seasonal-Storybook-Circus-variety and more State wide performing.

Fee Plus Mileage:
$150.00

Travel Range:
Anywhere in Arizona with a modest pre-arranged travel allowance.

Past Performance:
Puppet making Workshop plus "Hansel & Gretel" for the State Librarians Convenion. "Little Red Riding Hood" for State Fair, Kid's Connection and many libraries. "Pandemonium" and ecology show for libraries and shopping malls. "Puppet Circus" for many libraries and other events. "Pinocchio and Friends" events throughout Arizona. These programs are also currently available.

Contact Person:

Name: **Quintessence Chamber Ensemble, Jill Marderness**
Address: PO Box 56642, Phoenix, AZ 85079
Telephone: (602) 483-9430

Description of Performance:
Woodwind quintet performs for children and adult special events. Program include "Let Us Show You," "Just Imagine", "Take Me to the Zoo." Integrates music with science, math and art. Demonstrates instruments. (Available September through May).

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Fee Plus Mileage:
Available upon request.

Travel Range:
Arizona.

Past Performance:
Kerr Cultural Center, various public schools.

Contact Person:
Name: **David A. Riggs**
Address: 4602 E. Paradise Village Parkway North #A204, Phoenix, AZ 85032
Telephone: (480) 996-6715

Description of Performance:
Storyteller. British, Irish, International Folktales, Fairy tales, and Legends. Age level: All levels.

Fee Plus Mileage:
Negotiable.

Travel Range:
Arizona (Beyond Phoenix travel + lodging expenses).

Past Performance:
Sunrise Middle School, North Ranch Elementary, Mesa S.W. Museum, Gilbert Public, Mesa AZ Renaissance Festival. Roster Artist, AZ Commission of the Arts.

Contact Person:
Name: **Martin Juan Rivera, Sr.**
Address: PO Box 36734,Tucson, AZ 85740-6734
Telephone: (520) 544-4533

Description of Performance:
Bilingual Storyteller. Tells stories from the Southwest, Native American tales, and scary stories. Spanish / English. Age level: All ages.

Fee Plus Mileage:
$75 / hour plus mileage and expenses outside of Tucson.

Travel Range:
Arizona.

Past Performances:
Tolleson Public Library; Littleton School District; Liberty School District; Nogales Public Library; Cochise County Public Library; Gilbert School District; Tucson Unified School District #1; Tucson-Pima Library; Sunnyside School District #12; Rio Colorado Primary School in San Luis; Sommerton School in Sommerton; Albuquerque Story Fiesta and Silver City, N. M. Public Library.

Contact Person:
Name: **"Loca Rosa" a.k.a. Tish Dvorkin**
Address: 8043 East Irwin Avenue, Mesa AZ 85208
Telephone: (480) 986-6016 **Fax:** (480) 986-7545

Description of Performance:
"Loca Rosa" performs in costume, plays guitar, lute and balalaika and frame drum. Specializes in Eastern European multi-ethnic folk tales & music especially Russian/Jewish cultures. (Arizona Commission on the Arts roster Artist 1993-2000.)

Fee Plus Mileage:

Inside greater Phoenix area (50 mile radius) fees range from $150 to $400+. Outside greater Phoenix area fee negotiable with mileage 35¢ per mile less first 50 miles each round trip; food/lodging, $60 per day.

Travel Range:

Anywhere.

Past Performances:

Mesa Public Library; Scottsdale Public Library; Tempe Public Library; Gilbert Public Library; Chandler Public Library; Glendale Public Library; Peoria Public Library; Mesa Public School Fine Arts Tour; Scottsdale Community College; Glendale Community College; Artist in Residence programs at many Arizona schools.

Contact Person:

Name: **Leslie Eve Ross - Gloriana Queen of the Fairies**
Address: 4743 N. 21st Ave, Phoenix, AZ 85015
Telephone: (602) 242-6067

Description Of Performance:

Unique and original storytelling. Also, "Mother Nature", "Betsy Ross", a children's program with stage play, an adult program and a Christmas Program.

Fee Plus Mileage:

Gloriana Program $150; Mother Nature Program $100; Betsy Ross Program $75; plus $.35 per mile from Central Phoenix.

Travel Range:

Arizona

Past Performances:

Cottonwood Public Library Summer Reading Program-1997 (well received by the children).
Statewide: Many promotions, grand openings, schools, hospitals fund raisers.

Contact Person:

Name: **Jeffrey Sadow**
Address: 8413 E. Wilshire Dr., Scottsdale, AZ 85257
Telephone: (480) 990-8605

Description of Performance:

Multi-ethnic storytelling with music and instruments. Flexible and will adapt to needs of libraries.

Fee Plus Mileage:

Negotiable.

Travel Range:

Loves to travel Arizona.

Past Performances:

Glendale Public Library, Scottsdale Public Library, Arizona Library Association, Sierra Vista Public Library, Apache Junction Public Library, Prescott Public Library, East Flagstaff Community Library, Sedona Public Library, Forest Lakes Public Library, Pine Public Library, Bagdad Public Library and Mayer Public Library, Pima Public Library, Duncan Public Library, Show Low Public Library.

Contact Person:

Name: **Joan Sandin**
Address: 2340 E. 4th St., Tucson, AZ 85719
Telephone: (520) 881-4481

Description of Performance:

Author/Illustrator of *Hill of Fire; Snowshoe Thompson*; *The Long Way Westward*; *The Long Way to a New Land;* series about a Swedish family's immigration; *As the Crow Flies*; *Pioneer Bear*. Translated the Linnea books from Swedish to English. Prefers small groups. Workshop type presentation: Traces a book from idea to finished product, showing original sketches and illustrations. Audience participation. Illustrated a reissue of Nathaniel Benchley's *Small Woof* and *A Bear for Miguel*. Age level: Preschool, Intermediate.

Fee Plus Mileage:

$400/day plus mileage.

Travel Range:

Preferably Arizona.

Past Performances:

Schools, teacher's and librarian's conferences, speaker at Arizona State Library Association and the International Reading Association Regional Conference.

Contact Person:

Name: **Dick Schick**
Address: 1869 North Ellis, Chandler, AZ 85224-7810
Telephone: (480) 838-1608, (W) (480) 838-4043

Description of Performance:

Marionette show and magic show. Uses an anti-drug theme. Marionettes do tricks (Vaudeville). Lots of audience participation; hypnosis.

Fee Plus Mileage:

$200 1st show, price is adjusted for additional shows. Mileage fee.

Travel Range:

Arizona.

Past Performances:

Chandler Public Library, Phoenix Public Library, Tempe Public Library, Gilbert Public Library, major fairs in State.

Contact Person:

Name: **Susan Seats**
Address: 4554 E. Paradise Village Parkway North, Apt. 168, Phoenix, AZ 85032
Telephone: (602) 996-4363

Description of Performance:

Performs as well as teaches magic.

Fee Plus Mileage:

Charge $75 mileage; $10 for supplies; mileage charged for show 15 miles or more.

Travel Range:
Maricopa County.

Past Performances:
Has done volunteer shows at schools and nursing homes; taught coping skills at schools; and performed on the Jerry Lewis MDA, Illinois Chapter telethon in 1987. State and National Conventions.

Contact Person:
Name: **Mary Ruth Shropshire**
Address: 6734 N. Chapultepec Circle, Tucson, AZ 85750
Telephone: (520) 529-1161

Description of Performance:
Author / Storyteller. Southwestern stories, Folktales. Age level: Preschool through seniors.

Fee Plus Mileage:
Negotiable.

Travel Range:
Arizona.

Past Performance:
Civic Organizations, preschools through high schools, Churches, and various community activities; charter member and past president of "Tellers of Tales"; Co-Chairman for 3rd annual Arizona Storytellers Conference-1988.

Contact Person:
Name: **Elaine Smith**
Address: 1417 E. Kramer Street, Mesa, AZ 85203
Telephone: (480) 962-4908

Description of Performance:
Teaches manual alphabet and basic vocabulary in sign. Will do a demonstration by teaching participants to sign a song. Will teach classes of 2 hours for 6 weeks; maximum of 7-10 students per class.

Fee Plus Mileage:
$25 for a demonstration; $10 per students for 6 week class.

Travel Range:
East Valley.

Past Performance:
Leads signing clubs and serves as an interpreter for the hearing impaired.

Contact Person:
Name: **Smokey the Bear, Woodsy the Owl-U.S. Forest Service, Coconino National Forest, Karen Malis Clark**
Address: Peaks Ranger Station, 5010 N. Hwy. 89, Flagstaff, AZ 86004
Telephone: (520) 527-3492. Call between 7:30 - 4:30, Monday through Friday.

Description of Performance:
Smokey the Bear and puppets present programs on camping safety and fire prevention. 30 minute program for preschool through 3rd grade.

Fee Plus Mileage:
No fee

Travel Range:
Northern Arizona - will refer to local offices if outside Flagstaff. All invitations depend on availability

Past Performances:
Flagstaff Public Library.

Contact Person:
Name: **Society for Creative Anacronism**
Alan Shaw, State Coordinator
Address: PO Box 317, Mesa, AZ 85211
Telephone: (480) 962-6355

Description of Performance:
Demonstration of arts, crafts, sciences, or fighting of the Middle Ages and Renaissance.

Fee Plus Mileage:
Free to local libraries/schools. Donations accepted.

Travel Range:
Local groups. Mr. Shaw can put you in contact with a group in your area. Prescott, Kingman, Flagstaff, Parker, Lake Havasu, Casa Grande, Globe, Sierra Vista, Yuma.

Past Performances:
Mesa Public Library, Charles C. Royall Memorial Library, Chandler, Phoenix, Mesa, Scottsdale Elementary, Middle and High Schools.

Contact Person:
Name: **Southwest Brass, Russ Plylar**
Address: 2311 W. Windrose Drive, Phoenix, AZ 85029
Telephone: (602) 997-9981 **Fax:** (602) 997-9982
e-mail: swbrass@amug.org

Description of Performance:
You will find that our 3 musical/slide show offerings are perfect for any size performance room. Titles are *Jurassic Brass, Star Quest,* and *Howl With the Wolves.* Each show contains unique descriptive music, performed by 2 live trumpeters and customized sound track, entertaining and interactive narration, as well as engaging slides obtained from museums, NASA, and various national parks and state agencies. The shows are flexible in length and can last from 25 minutes to 40 minutes. These shows are very effective for pre-school - 6th grade and their families. All three of these shows work well to stimulate interest in reading about dinosaurs, astronomy, and the environment.

Fee Plus Mileage:
$250 + 25 cents a mile outside of Phoenix area.

Travel Range:
Statewide and regional.

Past Performance:
Phoenix Public Library System - all branches, Scottsdale Public Libraries - various, Glendale Public Library, Mesa Public Libraries - main branch, East Mesa Branch, Dobson Branch.

Contact Person:

Name: **Starlight Planetarium Productions, Brian DeWelles**
Address: 7406 W. Paradise Dr., Peoria, AZ 85345
Telephone: (623) 486-0102

Description of Performance

Informative and entertaining sky show put on with professional equipment at your location. Brings own video projection system and portable planetarium dome. Shows can be designed for any age group. Myths and legends of constellations. Special holiday program in December on the Star of Bethlehem. Telescope viewing w/large astronomical telescope.

Fee Plus Mileage:

$79.50 for 45 minute show, each additional show on the same day $69.50 per show. $129.00/2 hr. session with telescope.

Travel Range:

Arizona.

Past Performances:

Apache Junction Public Library, Phoenix Public Library System, Maricopa County Library branches. Many other county and city libraries.

Contact Person:

Name: **Michael Steele**
Address: 180 Verde Street, Clarkdale, AZ 86324
Telephone: (520) 634-7985

Description of Performance:

45 minute show consisting of magical illusions, professional yo-yo demonstration, juggling, and live music ("Name that Tune" game on flute).

Fee Plus Mileage:

Minimum: $120 plus mileage outside Verde Valley. $60 inside Verde Valley.

Travel Range:

Northern Arizona, no further South than Phoenix.

Past Performances:

Glendale Public Library, Peoria Public Library, Cottonwood Public Library, Sedona Public Library, Camp Verde Public Library

Contact Person:

Name: **Jan Romero Stevens**
Address: 3425 S. Carol, Flagstaff, AZ 86001
Telephone: (520) 774-2611

Description of Performance:

Author of bilingual stories and presents Writing Workshops. Published: *Carlos and the Squash Plant*; *Carlos and the Cornfield*; and *Carlos and the Skunk*. Does solo presentations and joint presentations with bilingual storyteller, Fred Salazar.

Fee Plus Mileage:

$500/day plus 20¢/mile.

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Travel Range:
The Southwest.

Past Performance:
Writing workshops at Phoenix College and U of A and story presentations at schools throughout Arizona and Southern New Mexico.

Contact Person:

Name: **Joyce A. Story**
Address: 418 Sagebrush Street, Litchfield Park, AZ 85340
Telephone: (623) 935-1685 or (623) 435-3686 **E-mail**:STORY@GC.MARICOPA.EDU

Description of Performance:
Storyteller. Slavic and Hispanic Folktales and Legends. Age level: Juvenile.

Fee Plus Mileage:
$50 / hour.

Travel Range:
Phoenix area.

Past Performance:
Glendale Community College, Renaissance Festivals, Elementary and high schools.

Contact Person:

Name: **String Sounds, Susan Smith**
Address: 3944 East Oak Street, Phoenix, AZ 85008
Telephone: (602) 275-7790

Description of Performance:
String quartet. They play music around a theme that combines children's books with music; for example, *Books That Make Us Laugh*. Uses props including poster illustration for each book. 30 minutes.

Fee Plus Mileage:
Mileage and expenses included in fee and calculated by Music Performance Trust Fund.

Travel Range:
Anywhere in Arizona, unless too far to be cost effective.

Past Performances:
Chandler Public Library, Apache Junction Public Library, Prescott Public Library, Miami Memorial Library, Globe Public Library, Gilbert Public Library, Phoenix Public Library.

Contact Person:

Name: **Stan Tang**
Address: 5201 N. 24th St. #105, Phoenix, AZ 85016
Telephone: (602) 553-8166

Description of Performance:
Freelance illustrator and cartoonist. Will teach techniques on cartooning, illustration, and basic drawing in a fun and humorous session. (minimum 1 hr. session).

Fee Plus Mileage:
$45 an hour. Mileage and fee included in workshop within Maricopa County. Will consider workshops outside of Maricopa County if mileage or accomodations are provided.

Travel Range:
Phoenix Metropolitan Area or location within a two hour drive.

Past Performance:
Phoenix Central Public Library and its branches, Chandler Public Library, Sedona Public Library, Cottonwood Public Library, Mesa Public Library, Tempe Public Library, Scottsdale Public Library, Buckeye Elementary, Kyrene Middle School, All Saints Episcopal School, Channel 10 morning news (Fox Affiliate), and other valley locations.

Contact Person:
Name: **Laurie Vela**
Address: PO Box 2211, Aptos, CA 95001
Telephone: 1-800-ABC-4974

Description of Performance:
Bookteller, Author, Illustrator, Performer. Perform with interactive program that features big books, rhymes, and songs. These all original materials set characters like the color cloud and action ants in a vast variety of themes. Shows come with audio and written materials including bookmarks and a promotional color poster.

Fee Plus Mileage:
$175.00 Block Booking only (More than 1 show). (Fee variable).

Travel Range:
Unlimited.

Past Performance:
Touring library schools in both East & West Coast for 5 years. Nevada Library Association.

Contact Person:
Name: **Phyllis Vogelsong**
Address: 5729 W. Purdue Circle, Glendale, AZ 85302
Telephone: (623) 934-4206

Description of Performance:
Awareness Issues: Special needs focused puppet show for school-age children. "The Kids On the Block" is a troupe of puppets whose purpose is to help school-age children understand the special needs of those around them. Many of the puppets face such challenges as blindness, leukemia and mental retardation and other social issues.

Fee Plus Mileage:
Donation $50.

Travel Range:
Phoenix Metro Area, and other valley locations.

Past Performance:
Local schools and libraries.

Contact Person:

Name: **Allan Wade**
Address: 827 E. 6th Ave., Mesa, AZ 85204
Telephone: (480) 962-4426

Description of Performance:

He presents shows of parlor magic or illusions for small groups, assisted by family members. He also does balloon figures and marionette puppet shows.

Fee Plus Mileage:

$85 for 30 minute show of magic and illusions; $50 for first hour of balloons, $35 each additional hour; $125 for 40 min. puppet show.

Travel Range:

Primarily Metro Phoenix area but will travel statewide.

Past Performance:

Summer programs in Casa Grande and Coolidge. Programs in Mesa, Tempe and Chandler public schools, Mesa libraries, high school and elementary schools statewide, and special occasion's/private parties for all ages.

Contact Person:

Name: **Dorothy Hines Weaver**
Address: 4639 W. Shaw Butte Drive, Glendale AZ 85304
Telephone: (623) 938-7672

Description of Performance:

Author of *Arizona A to Z* and *New Mexico A to Z*. She makes school visits about the book libraries.

Fee Plus Mileage:

$100/half day.

Travel Range:

Arizona.

Past Performances:

Schools throughout Arizona.

Contact Person:

Name: **Fran Weissenberg**
Address: 3041 N. Willow Creek Drive, Tucson, AZ 85712
Telephone: (520) 881-5827

Description of Performance:

Author of *The Streets are Paved with Gold*, a natural sequel to *Fiddler on the Roof*, the story of an immigrant growing up in the melting pot of Brooklyn. Articles about bibliotherapy: *Cherish your Memories*, *Immigrants in History*, *Family*. Received the Sidney Taylor Award from the Association of Jewish Libraries. Age level: Intermediate, Juvenile.

Fee Plus Mileage:

Fee negotiable.

Travel Range:

Tucson area.

Past Performances:

Copper Creek School (Tucson), Pima Retired Teacher's Association, Synagogues.

Contact Person:

Name: **We're Storytellers, Russell Mann**
Address: 59 Pine Del Drive, Flagstaff, AZ. 86001
Telephone: (520) 774-5669

Description of Performance:

Multicultural and bilingual stories and songs for audiences of all ages. Can tell stories about Captain John Hance, who was an early Grand Canyon guide and noted Tall Tale Spinner.

Fee Plus Mileage:

For Summer Reading Programs: $150 all expenses included for Northern Arizona. Outside Northern Arizona $250.

Travel Range:

Statewide.

Past Performances:

Mesa Public Library, Albuquerque Public Libraries, 150 schools and libraries in Arizona, Colorado, Utah, Nevada, and New Mexico, and various conferences and festivals.

Contact Person:

Name: **Gene Williams**
Address: 19333 E. Ocotillo Road, Queen Creek, AZ 85242
Telephone: (480) 987-3665

Description of Performance:

Creative writing and how to get it published. Teaches students by analyzing a story to improve their writing skills and write as well as the professionals. Holds seminars and teaches workshops. Also has a business that does videos, art, designs, topography, and printing, and can instruct in these areas. Programs for children.

Fee Plus Mileage:

Negotiable, depending on the occasion.

Travel Range:

Phoenix Metro area preferred.

Past Performances:

Held after school programs at libraries for students on improving their writing skills. Conducted seminar at Mesa Public Library.

Contact Person:

Name: **John Williams**
Address: PO Box 2207, Chino Valley, AZ 86323-2207
Telephone: (520) 636-0651

Description of Performance:

Educational Entertainment Experiences for children. He plays guitar and does sing-along getting the children involved in the music. Also presents adult musical programs of Hokey Folky Grunge (folk music with humor). Beginning songwriting and performing techniques.

Fee Plus Mileage:

Negotiable.

Travel Range:
Anywhere in Arizona.

Past Performance:
Cottonwood Public Library, Prescott Public Library, Pioneers Home in Prescott, Charly's in Flagstaff, Fiddler's Dream in Phoenix, Thirsty Ear in Chino Valley, Phoenix Public Library, The Essenza in Mesa, The Ark Room in Phoenix, Peoria Public Library.

Contact Person:
Name: **Janet Winans**
Address: 1108 Mohave Avenue, Parker, AZ 85344
Telephone: (520) 669-6578

Description of Performance:
Reads poetry, her own and others selected to fit the specified theme. Will discuss the process of writing her experience and the creative process. Exercises in creative writing can be part of the program, if desired.

Fee Plus Mileage:
Workshop $50, Lecture $75, Performance $75.

Travel Range:
Arizona.

Past Performance:
Public schools in Tucson, Phoenix and White River, Arizona; Cottonwood Public library. Has traveled with the Tumbleword Group of Roving Writers in Coolidge & Lake Havasu City.

Contact Person:
Name: **Diane Winslow, Dreams Unlimited Story Telling Service**
Address: 137 Mountain Morning Drive, Tucson, AZ 85704
Telephone: (520) 742-0662

Description of Performance:
Author/Storyteller. Fantasy and Real Life Stories, Southwest Stories. Age level: Preschool, Intermediate, Juvenile and Adult. Available weekends only with exception of evenings in Tucson area. (Only available weekends and holidays).

Fee Plus Mileage:
Negotiable plus mileage.

Travel Range:
Arizona.

Past Performance:
Schools in Wickenburg, Coolidge, Casa Grande, Tucson and Phoenix and various resorts including Canyon Ranch Spa Resort and Doubletree. Also toured schools in Indiana and Illinois.

Contact Person:
Name: **Rosie Stevens Witcher**
Address: 2742 S. Azalea Drive, Tempe, AZ 85282
Telephone: (480) 831-3880

Description of Performance:
Storyteller of Cajun and Southern Stories (Crayfish Tales and other Southern Delights). All age levels

Fee Plus Mileage:
Negotiable.

Travel Range:
Arizona.

Past Performance:
National celebrations in Sacramento and Scottsdale. Artist in Residence in theatre (AZ Commission of the Arts).

Contact Person: **Yavapai County Sheriff's Office, c/o Sharon Wachter**
Name: Yavapai County Sheriff's Office
Address: 255 E. Gurley Street, Prescott, AZ 86301
Telephone: (520) 771-3275

Description of Performance:
Child safety programs, good touch, bad touch, stranger danger. Can arrange for education on most any topic, can schedule deputies, K-9 units etc, to visit groups.

Fee Plus Mileage:
None

Travel Range:
Yavapai County only

Past Performance:
Yavapai County Schools, library groups, pre-schools, etc.

Contact Person:
Name:
Address:
Telephone:

Description of Performance:

Fee Plus Mileage:

Travel Range:

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A Child's Art Factory, 7371 Player Drive, San Diego, CA 92119. 1-619-460-6077.
Prepackaged craft kits for groups of 24, 30, 36 or 100 students, ranging in price from $15 to $120 depending upon the size of the kit.

ABC School Supply, Inc. 3312 N. Berkeley Lake Road, Duluth, GA 30136. 1-800-669-4222.
Hand puppets, craft supplies, prizes, flannel boards, games, records, etc.

ALA Graphics. American Library Association, 50 E. Huron Street, Chicago, IL 60611. 1-800-545-2433.
General posters, calendars, decorations for libraries.

Accent Annex. 1120 S. Jeff Davis Parkway, New Orleans, LA 70125-9901. 1-800-322-2368.
Novelties and trinkets including masks and hats.

Action Products International, Inc. 344 Cypress Road. Ocala, FL 34472-3108. 1-800-772-2846. Fax: 1-352-687-4961.
Educational toys, model kits, science toys, animal figures.

Argus Posters for Education. P.O. Box 6000, Allen, TX 75002-1304. Orders: 1-800-527-4748.
Colorful posters and award certificates which can be purchased in volume batches for prizes.

Arizona Renaissance Festival. 12601 East Highway 60, Apache Junction, AZ 85219. 1-520-463-2600. Fax: 520-463-2026.
Medieval festival runs for 6 weeks yearly starting in February. Flyers, study guides, posters.

Building Blocks. 38W567 Brindlewood, Elgin, IL 60123. 1-708-742-1013.
A catalog of idea books: bulletin boards, felt boards, exploring art, fingerplays, puppets, clay modeling projects, singing games, etc.

Carson-Dellosa. P.O. Box 35665. Greensboro, NC 27425-5665. 1-800-321-0943. Fax: 1-800-535-2669.
Instructional materials, bulletin boards, charts, clip art, books, rubber stamps, blocks.

Child Graphics Press. P. O. Box 7771, Hilton Head Island, SC 29938. 1-800-543-4880.
Primarily posters and "novel unit teacher's guides" which contain bulletin board ideas and activities.

Children's Book Council. Order Center, 350 Scotland Road, Orange, NJ 07050. 1-800-999-2160.
Colorful posters and certificates for summer reading programs.

Dakin, Inc. P. O. Box 7200--Order Department, San Francisco, CA 94120-9977. 1-800-227-6598. Linda Pazola, local sales representative will show samples and take orders, 602-493-1773. Minimum order $250.00.

DEMCO, Inc. P. O. Box 7767, Fresno, CA 93747-7767. 1-800-356-1200. FAX 1-800-245-1329.
Kids Love Libraries : new ways to inspire today's kids, 1995 catalog. Books, puppets, bookbags, bookmarks, posters, display racks and library furniture, designed for kids.

Devonshire Renaissance Faire. City Of Phoenix, Parks, Recreation & Library Dept. 2802 E Devonshire. Phoenix, AZ 85016. 602-256-3130. Fax: 602-262-6001.
Coordinates activities and performances for annual Devonshire Renaissance Faire at Los Olivos Park, Phoenix, Arizona on 9/27-9/28/97. Contact for information.

Gryphon House, Inc.: Early Childhood Teacher Books. P.O. Box 207. Beltsville, MD 20704-0207. 1-301-595-9500, Toll Free 1-800-638-0928. FAX: 301-595-0051.
Publishes activity books, including fingerplays, crafts, art, science, math, celebrations and holidays.

Highsmith. West 5527 Highway 106, P. O. Box 800, Fort Atkinson, WI 53538-0800.
1-800-438-1637.
Library promotions, including puppets, posters and bookmarks.

Hot Rod Magazine. P.O. Box 51397, Boulder, CO 80323-1397, Attn: Frederick R. Waingrow, President
A possible source of sports related incentives to offer as prizes.

Inside Stuff. The Quarter Group Inc., 2155 Butterfield, Suite 200, Troy, MI 48084-3423, Attn: Media Programs - Karen Ashnault
A possible source of sports related incentives to offer as prizes.

JanWay Company. 11 Academy Road, Cogan Station, PA 17728-9300.1-800-877-5242.
Personalized promotional items for libraries: magnets, buttons, bags, bumper stickers, mugs, pens and pencils, shirts and caps.

J.L. Hammett Co. P.O. Box 660420, Dallas, TX 75266-0402. 1-800-333-4600. Fax: 1-800-873-5700.
Teacher resources, classroom supplies, art & craft materials, furniture & equipment.

Johnson Specialties. P. O. Box 357, Cedar Hurst, NY 11516-0357. 1-800-221-6714.
Catalog of trinkets and inexpensive items. Treasure chests in a variety of sizes (on page 24).

Jr. Drag Racer. P.O. Box 5555, Glendora, CA 91740-0950, Attn: Promotions Manager-Diane Harlander
A possible source of sports related incentives to offer as prizes.

Kids & Things (DEMCO), P. O. Box 7767, Fresno, CA 93747-7767. 1-800-356-1200.
Fax: 800-245-1329.

Kidstamps. P. O. Box 18699, Cleveland Heights, OH 44118. 1-800-727-5437.
Inexpensive rubber stamps of all sorts.

Kimbo Educational, Department R, P.O. Box 477, Long Branch, NJ 07740-0477. 1-800-631-2187.
Cassettes, records, filmstrips, videos and read-alongs useful for storytime activities.

Kipp Brothers, Inc. P.O. Box 157, Indianapolis, Indiana 46206. 1-800-428-1153. Fax: 1-800-832-5477.
Toys, novelties, gifts, carnival & party items.

Lakeshore Learning Materials. P.O. Box 6261, Carson, CA 90749. 1-800-421-5354. Fax: 1-310-537-5403. Arts & crafts supplies, games, puzzles, music instruments, blocks, toys.

Library Clip Art Book. Em Graphics, Box 8233, Greenville, NC 27835-8233. 1-919-355-2478.
140 reproducible drawings designed by a library community relations coordinator specifically for library themes and services. $50 per volume plus $3 shipping.

Listening Library: Literature Based Media For Children And Adults. 1 Park Avenue, Old Greenwich, CT 06870-1727. 1-800-243-4504.
Carries wonderful characters, puppets and dolls to go with favorite children's books: Curious George, Pippi Lonstocking, Madeline, Winnie the Pooh, Clifford, etc.

Music for Little People. P. O. Box 1460, Redway, CA 95560. 1-800-727-2233.
Audio and video cassettes, musical instruments, some costumes and activity kits.

Oriental Trading Company, Inc. P. O. Box 3407, Omaha, NE 68103. 1-800-327-9678 for catalog requests. 1-800-228-2269 for orders.
Catalog includes a range of inexpensive trinkets and promotional items. Inexpensive prizes can be ordered in bulk; some decorations and crafts materials.

Racing for Kids. Griggs Publishing Company Inc. P.O. Box 500, Concord, NC 28026-0500, Attn: Robert E. Griggs Jr.
A possible source of sports related incentives to offer as prizes.

Really Good Stuff. A division of Filmic Archives, The Cinema Center. Botsford, CT 06404. Customer service: 203-261-1920, or orders: 1-800-366-1920.
Posters, bookmarks, stickers, buttons, trophies and other learning materials for librarians and teachers.

Rivershore Reading Store. 2005 32nd Street, Rock Island, IL 61201. 1-309-788-7717.
1995-96 Catalog has lots of Olympics related incentives: award ribbons, stickers, collectible buttons, friendship bracelets.

S & S Educational Products; S & S Arts and Crafts. P. O. Box 513, Colchester, CT 06415-0513. 1-800-243-9232 or (203) 537-3451.
Craft kits and supplies geared toward youth groups and crafts groups.

Shapes ETC. 8840 Rt. 36. P.O. Box 400, Dansville NY 14437. 1-800-888-6580.
Die-cut shapes e.g. bears, hearts, etc. Also stencils, rubber stamps and bookmarks - most of the paper "shapes" come 3" x 3" or 5"x7".

Sherman Specialty Company, Inc. P. O. Box 401, Merrick NY 11566. 1-800-645-6513 or 1-800-669-7437. FAX: 1-800-853-TOYS (8697)
Various trinkets, small toys, prizes, stickers, and treasure chests.

Smilemakers, Inc. P. O. Box 2543, Spartanburg, SC 29304-2543. 1-800-825-8085.
Stickers and toys.

Sports Illustrated for Kids. Time Inc. - Time Life Building. Rockefeller Center, New York, N.Y. 10020-1393, Attn.: Promotion Manager -Pamela T. Dey
A possible source of sports related incentives to offer as prizes.

T. S. Dension and Co., Inc. 9601 Newton Ave. S., Minneapolis, MN 55431. 800-328-3831.
Discovery themes information cards which contain reading and art activities on various topics.

Tuff Stuff. P.O. Box 751901, Charlotte, NC 28275-1901
A possible source of sports related incentives to offer as prizes.

U.S. Toy Co., Inc. 1227 East 119th Street, Grandview, MO 64030. 1-800-761-5900. FAX: (816) 761-9295
Inexpensive novelties and toys to use as incentives.

Upstart. 32 East Avenue, Hagerstown, MD 21740. 1-800-448-4887.
Reading and library promotional items. Posters, decorations, bookmarks, bags, prizes for libraries. Catalog ? (p.12-13) has materials with the theme: WIN WITH READING.

Wonderstorms. c/o World Almanac Education, P. O. Box 94556, Cleveland OH 44101-4556. 1-800-321-1147.
Posters, bookmarks, mobiles, displays, to promote reading. Catalog covers many themes.

RESOURCE MATERIALS

Government Publications:

Government publications are available at low cost and in bulk quantities. Some of the titles below may coordinate with or supplement programs you choose to do this summer. Libraries may wish to order a quantity of the publications for distribution to interested parents, or for distribution to the general public.

The following publications may be ordered from:
R. Woods, Consumer Information Center, Pueblo, CO 81009

BOOKS FOR CHILDREN #8
A listing of 100+ of the best children's books recently published, from preschool to high school levels. 1992. $1. Item 101Z. 23pp.

HELPING YOUR CHILD LEARN GEOGRAPHY.
For children 3 to 10: fun ways to learn geography. 1990. $.50,. Item 414Y. 33pp.

HELPING YOUR CHILD LEARN MATH.
Free, 2 copies maximum. Item 612Z.

HELPING YOUR CHILD LEARN SCIENCE.
Some science basics plus fun activities for parents and children to do jointly. 1992 $3.25. Item 143Z. 64pp.

HELPING YOUR CHILD LEARN TO READ.
Free, 2 copies maximum. Item 617Z.

HELPING YOUR CHILD USE THE LIBRARY.
1992. $.50,. Item 415Z. 23pp.

TIMELESS CLASSICS.
Lists nearly 400 books published before 1960 for children of all ages. 1991. $.50,. Item 417Y.

YOU CAN HELP YOUR YOUNG CHILD LEARN MATHEMATICS.
Fun ideas to connect real life experiences with mathematics. 1991. $.50,. Item 412Y.

From the Government Printing Office, the following titles are available. Call the GPO Order Desk for prices (202)-783-3238. Give the stock number.

COMO AYUDAR A SUS HIJOS A APRENDER CIENCIA.
1992. Stock number 065-000-00521-2. 64pp.

From Library Programs/Office of Educational Research and Improvement, U. S. Department of Education, 555 New Jersey Ave., NW, Room 402, Washington, DC 20208 (202)-208-0969

COMO AYUDAR A SUS HIJOS A USAR LA BIBLIOTECA.
1992. 25pp.

LIBRARIAN'S FAVORITE:
BEST BOOKS FOR CHILDREN'S PROGRAMMING

Can you find it?: 25 library scavenger hunts to sharpen your research skills..
McCutcheon, Randall. Revised edition. Minneapolis, MN. Free Spirit Publishers, c1991.

Channels to Children: Early Childhood Activity Guide for Holidays and Seasons.
Beckman, Carol A. Colorado Springs, CO. Channels to Children's, 1982.
A handbook containing crafts, finger plays, songs and stories for felt, and patterns to use and arranged in thematic categories according to seasons or holidays.

Copycat Magazine. Racine, WI, Copycat Press.
When planning programs for young people, *Copycat Magazine* is undoubtedly the source used most frequently by all members of the Youth Service Department at our library. While *Copycat* is advertised as a classroom tool of "ideas and activities for K-3 teachers", our staff has found this magazine indispensable in our day-to-day functions at the library. We use its colorful and informative calendar each month as the focal point of our bulletin board. *Copycat's* seasonal and thematic units provide us with stories, bibliographies, crafts, songs and reproducible artwork for use in our storytimes and other programs. Each issue covers two month's worth of activities and includes information about special days. The artwork is simple and somewhat whimsical yet it remains appealing to both children and adults. If your library can't afford a full-time artist-in residence, then become a guilt-free "copycat" by subscribing to this wonderful magazine. Write to: Copycat Press, P. O. Box 081546, Racine, WI, 53408-1546. At $16.95 a year for five issues, it's a bargain! (P.S. No issue is published during July/August but you'll be too busy with your summer reading program to even notice!)

Connecting Young Adults and Libraries: a how-to-do-it manual. (How to do it manuals for libraries series).
Patrick Jones. New York. Neal-Schuman, 1992.
Young adults' libraries --Administration.

Creative Resources for the Early Childhood Classroom.
Herr, Judy. Albany, N.Y. Delmar Publishers, 1990.
Thematic units containing fingerplays, songs, books, recipes, art activities, developmental skill activities, games, creative drama, and music.

Everyday Circle Times.
Wilmes, Liz and Dick. Elgin Illinois. Building Blocks, 1983.
Thematic units with ideas for displays, songs, fingerplays, recipes, field trips, books and games.
Also: The Circle Time Book? 1982
Yearful of Circle Times, 1989
More Everyday Circle Times, 1992

Flannelboard Fun A Collection of Stories, Songs and Poems.
Brigg, Diane. Metuchen, NJ. Scarecrow Press, 1992.
Discusses how to make a felt board and felt figures and offers other suggested activities. Includes 28 stories and rhymes with patterns for felt figures and a bibliography of resources for storytime programming.

Library Puzzles and Word Games for Grades 7-12.
Smallwood, Carol. Jefferson, NC. McFarland & Company, c1990.
Library orientation for junior high school students. Junior high school libraries -- Activity programs.

Picture Book Story Hours: From Birthdays to Bears.
Sitarz, Paula Gaj. Littleton, CO. Libraries unlimited 1987.

Includes an introduction on putting a Storytime together with thematic chapters following. Each chapter discusses publicity, presentation, read aloud books, fingerplays, songs, story presentation ideas (felt board, tell and draw, etc.) and films. Includes an appendix for other resources aids in programming.

Also: *More Picture Book Story Hours. From Parties to Pets.*

A Planning Guide to the Preschool Curriculum .
Sanford, Anne R. Winston-Salem, NC. Kaplan Press, 1983.
Each section of the book is divided into a weekly theme with sub-themes with levels of skill development. Units contain crafts, activities, recipes, finger plays, songs, and storytelling ideas.

Ring A Ring O 'Roses: Fingerplays for Pre-School Children.
Flint Public library, 1026 E. Kearsley, Flint, MI. 48502. (313) 232-7111
A collection of alphabetically arranged fingerplays with subject index.

The Storytime Sourcebook .
Cullum, Carolyn N. New York. Neal-Schuman Publishers, 1990.
Divided into thematic sections giving suggestions for filmstrips/films, books, craft, activities, songs and fingerplays.

Story S-T-R-E-T-C-H-E-R-S: Activities to expand Children's Favorite Books.
Raines, Shirley C. Mount Rainier, ND. Gryphon House, 1989.
Chapters are arranged around a theme with each theme containing several feature books. Each feature book has ideas for crafts, creative drama, science and recipe activities, books, fingerplays and songs.

Also: Story S-T-R-E-T-C-H-E-R-S, 1991.

Theme-A-Saurus: The Great Big Book of Mini Teaching Themes .
compiled by Jean Warren. Everett, WA. Warren Publishing House, Inc., 1989
Each thematic unit contains a variety activities designed for preschool children. Each unit has art and science activities, recipes, fingerplays, and songs and at the end there is a bibliography of books to each theme.

Theme-A-Saurus II: The Great Big Book of Mini Teaching Themes .
Compiled by Jean Warren, Everett, WA. Warren Publishing House, 1990.
A companion volume to *Theme-A-Saurus* with additional themes containing art and science activities, recipes, games, fingerplays and songs.

Young Adult Program Idea Booklet.
Wisconsin Library Association. Children's and Young Adult Services Section. YA Task Force.
Madison, WI. Wisconsin Library Association, 1991.
Young adults--Books and reading. Young adults' libraries

The following coupons are to be used as incentives for the participants in your summer reading program. For information on the adult ticket prices when a child's ticket is complimentary, please contact the appropriate organization:

The Phoenix Zoo
http://www.phoenixzoo.org/info/location/
602-273-1341

The Arizona Science Center
http://www.azscience.org/
602-716-2000

Arizona State Parks (main office in Phoenix)
For specific parks, please contact them directly
http://www.pr.state.az.us/text/parkfees.html
Tel & TTY (602) 542-4174
From Area Code 520 call toll free 1-800-285-3703

Arizona Renaissance Faire
http://renaissance-faire.com/Renfaires/Arizona-Renassance-Festival.htm
(520) 463-2600

Please remember to thank these organizations for their support of YOUR summer reading program!

Participated in the 2000 Arizona Reading Program

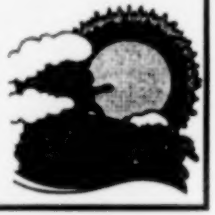
Read From Sea to Shining Sea

$1.00 off any child's admission to The Phoenix Zoo. Each child must have this coupon to present for admission. Boo! At The Zoo and ZooLights not included. May not be combined with other offers or redeemed for cash.

The Phoenix Zoo
455 North Galvin Parkway
Phoenix, Arizona

This offer expires October 31, 2000.

The Phoenix Zoo



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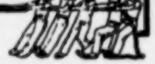

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ARIZONA SCIENCE CENTER

...Participated in the **2000 Arizona Reading Program**

Admit one child free to the Arizona Science Center when child is accompanied by a regular priced adult admission. A total of three tickets will be honored per paid adult admission. Each child must present a coupon for admission. Not valid with any other offers or discounts. Valid June 1, 2000 through November 1, 2000.

350 HANDS-ON EXHIBITS • PLANETARIUM • GIANT-SCREEN FILMS

7th Street and Washington Downtown Phoenix 602-716-2000 www.azscience.org

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7th Street and Washington Downtown Phoenix 602-716-2000 www.azscience.org

Arizona State Parks

Escape to the outdoors and enjoy nature, boating, hiking, and fishing...

Explore Arizona from breathtaking desert scenery to awe inspiring pine forests...

Experience living history programs and go back in time when the west was truly wild...

Northern Region

- Dead Horse Ranch State Park (Cottonwood)
- Fool Hollow Lake Recreation Area (Show Low)
- Fort Verde State Historic Park (Camp Verde)
- Homolovi Ruins State Park (Winslow)
- Jerome State Historic Park (Jerome)
- Lyman Lake State Park (St. Johns)
- Red Rock State Park (Sedona)
- Riordan Mansion State Historic Park (Flagstaff)
- Slide Rock State Park (Sedona)
- Tonto Natural Bridge State Park (Payson)

Western Region

- Alamo Lake State Park (Wenden)
- Buckskin Mountain State Park (Parker)
- Cattail Cove State Park (Lake Havasu City)
- Lake Havasu State Park (Lake Havasu City
- Yuma Crossing State Historic Park (Yuma)
- Yuma Territorial Prison State Historic Park (Yuma)

Southern Region

- Boyce Thompson Arboretum State Park (Superior)
- Catalina State Park (Tucson)
- Lost Dutchman State Park (Apache Junction)
- McFarland State Historic Park (Florence)
- Patagonia Lake State Park (Patagonia)
- Picacho Peak State Park (Picacho)
- Roper Lake State Park (Safford)
- Tombstone Courthouse State Historic Park (Tombstone)
- Tubac Presidio State Historic Park (Tubac)

50% Off!

This coupon valid for 50% off park day-use entrance fee at any Arizona State Park. Good for one time only, up to four people.

____

(Library Name)

Must be 18 or under to be eligible. Present this coupon to receive 50% off park day-use entrance fee to any Arizona State Parks. Not valid at Kartchner Caverns State Park™ or Oracle State Park. Not valid without library stamp.

VALID THROUGH DECEMBER 31, 2000.

For free brochure, call (602) 542-4174
or (800) 285-3703 from the 520 area code.
http://www.pr.state.az.us

Arizona State Parks
1300 W. Washington
Phoenix, Arizona 85007

THE ARIZONA
RENAISSANCE FESTIVAL™
& ARTISAN MARKETPLACE

KIDS! (AGES 5-12)

Enjoy Your Day at Festival 2001 for Participating with Arizona Reads!

Huzzah!

ARIZONA READS REWARD!

KIDS 5-12 FREE

Receive One Free Child's Ticket with One Full Price Adult Ticket

$6.00 VALUE • Under 5 Always FREE

This coupon is valid at 2001 Festival Main Gate ticket booth only.
1 ticket per coupon. NOT VALID in conjunction with a Fry's discount ticket or any other discount offer. No purchase required for a coupon. Available while supply lasts. Limit one coupon per person.

DLA 01

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DLA 01

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ARIZONA READS PROGRAM EVALUATION

Please help us evaluate the 2000 Arizona Reads Summer Reading Program.

> Please photocopy and complete the form. Return it to Arizona Reads Evaluation, Arizona Humanities Council, 1242 N. Central, Phoenix, AZ 85004-1867, no later than **September 15, 2000**.

Thank you for your cooperation!

1. Library Name: ______________________________

   Address: ______________________________

   ____

   Children's Services Contact Person: ____________________ Phone No.: ____________

   Job Title: ____________________

2. Are you interested in serving on the 2001-2002 Arizona Reads Committee? Yes ☐ No ☐

3. What was the primary goal of your Summer Reading Program this year? ______________________________

   ____

   How did you measure achievement of this goal?
   (please check any that apply)

Quantitative Measures (Mandatory)

	Yes	No
Statistics	☐	☐

Qualitative Measures (Pick at least one)

1. Focus Groups ☐ ☐ or

2. Peer Evaluation or
   Unobtrusive Observation ☐ ☐ or
   Questionnaire ☐ ☐

3. Fast Response Survey Questionnaire
   Questionnaire ☐ ☐
   Focus Group ☐ ☐

4. Attitudinal Measurement
   Interview ☐ ☐
   Focus Group ☐ ☐
   ☐ ☐
   Observation ☐ ☐

Using your qualitative measures:

What difference does the Arizona Reads Program make your Library?

What difference does the Arizona Reads Program make to your community?

MANDATORY STATISTICS

OPTIONAL COMMENTS

PROGRAM STATISTICS

4. **Number of all youths registered**

(break down by age if possible or just give total)

Children (ages 0-14) _____
Young Adults ages (15+) _____
Total: _____

5. **Total number of weeks in your Children's Program (ages 0-14)** ________

In your Young Adult Program (if separate) (ages 15+) ________

4. Population of Legal Service Area (ages 0-5*) ____
Population of Legal Service Area (ages 5-14) ____
Population of Legal Service Area (ages 15+) ____
Total: ____
Population of Legal Service Area (all ages) ____

***Available by using the % value in the County and City Data Book**

5. Date(s) your program began

____

Date(s) your program ended

____

MANDATORY STATISTICS

6. **Number of FTE involved in your Program** ______

Number of Adult Volunteers Involved ______

Number of Youth Volunteers Involved ______

7. **Total number of volunteer hours contributed to the program** ______

8. Total number of meetings, special events programs etc. held during your Arizona Reads Program ______

Programs (definition): are any activity which informs, educates, motivates or entertains children, while promoting library use.
Total number of children and adults attending each event (estimate is okay)

i ______
ii ______
iii ______
iv ______
v ______
vi ______
vii ______
viii
ix ______
x ______
xi ______
xii ______

(Continue your list on the back of this page, if necessary).

9. Were any special needs children involved in your program?

Yes ☐ No ☐

If yes, please explain:

____
____
____
____
____

OPTIONAL COMMENTS

6. Was staffing adequate to support your program?

More than adequate ☐
Adequate ☐
Inadequate ☐

8. Please describe one of your most successful programs

____
____
____
____
____

Please list local sponsors of your program:

____
____
____
____
____

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MANDATORY STATISTICS **OPTIONAL COMMENTS**

PROGRAM BUDGET

10. Overall program budget for all library programs in 2000 $______

11. Your local budget for Arizona Reads Program $______

Contribution by Friends of Library $______

Amount contributed by other sources $______

Total Arizona Reads program budget $______

11. How would you rate the adequacy of of your ARP budget? (Please check one)

More than adequate ☐

Adequate ☐

Inadequate ☐

****

Please enclose, with your evaluation, any pictures, newspaper articles, booklists, programs, or other items that you wish to share with us these items are displayed at the annual Arizona Reads Program Workshop in September or October.

Thank you for your participation in this survey.

An optional questionnaire regarding the Arizona Reads manual and promotional items follows.

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EVALUATION OF ARIZONA READS PROGRAM MANUAL AND PROMOTIONAL ITEMS

1. How would you rate the Arizona Reads Program manual?

Useful ☐ Somewhat useful ☐ Not useful ☐

What suggestions do you have for improving the manual? ____________________

____

____

What difference does the manual for the Arizona Reads Program make to your library? ____________________

____

____

2. How would you rate the other materials provided by the Arizona Humanities Council?

Free Items	Useful	Somewhat Useful	Not Useful
Activity Sheets	☐	☐	☐
Paper Book Bags	☐	☐	☐
Bookmarks	☐	☐	☐
Clip Art	☐	☐	☐
Reading Log	☐	☐	☐
Posters	☐	☐	☐

Cost Items	Useful	Somewhat Useful	Not Useful
Zipper Pulls	☐	☐	☐
Pencils	☐	☐	☐
Buttons	☐	☐	☐
Stickers	☐	☐	☐
Magnetic frame	☐	☐	☐
Canvas Bags	☐	☐	☐
T-Shirts & Polo Shirts	☐	☐	☐

What suggestions do you have for improving these materials provided by the Arizona Humanities Council?____

____

____

____

What difference does the availability of these materials make to your library?_______________

____

____

3. What themes would you like to propose for future Arizona Reads programs?_______________

____

____

****

Please enclose, with your evaluation, any pictures, newspaper articles, booklists, programs, or other items that you wish to share with us these items are displayed at the annual Arizona Reads Program Workshop in September/October.

Thank you for your participation and evaluation of the 2000 Arizona Reads Program. In addition, your interest in the improvement of libraries in Arizona is greatly appreciated.

Read from Sea to Shining Sea

Participated in the 2000 Arizona Reading Program

Jane Dee Hull

Governor of Arizona

GladysAnn Wells

Arizona State Librarian

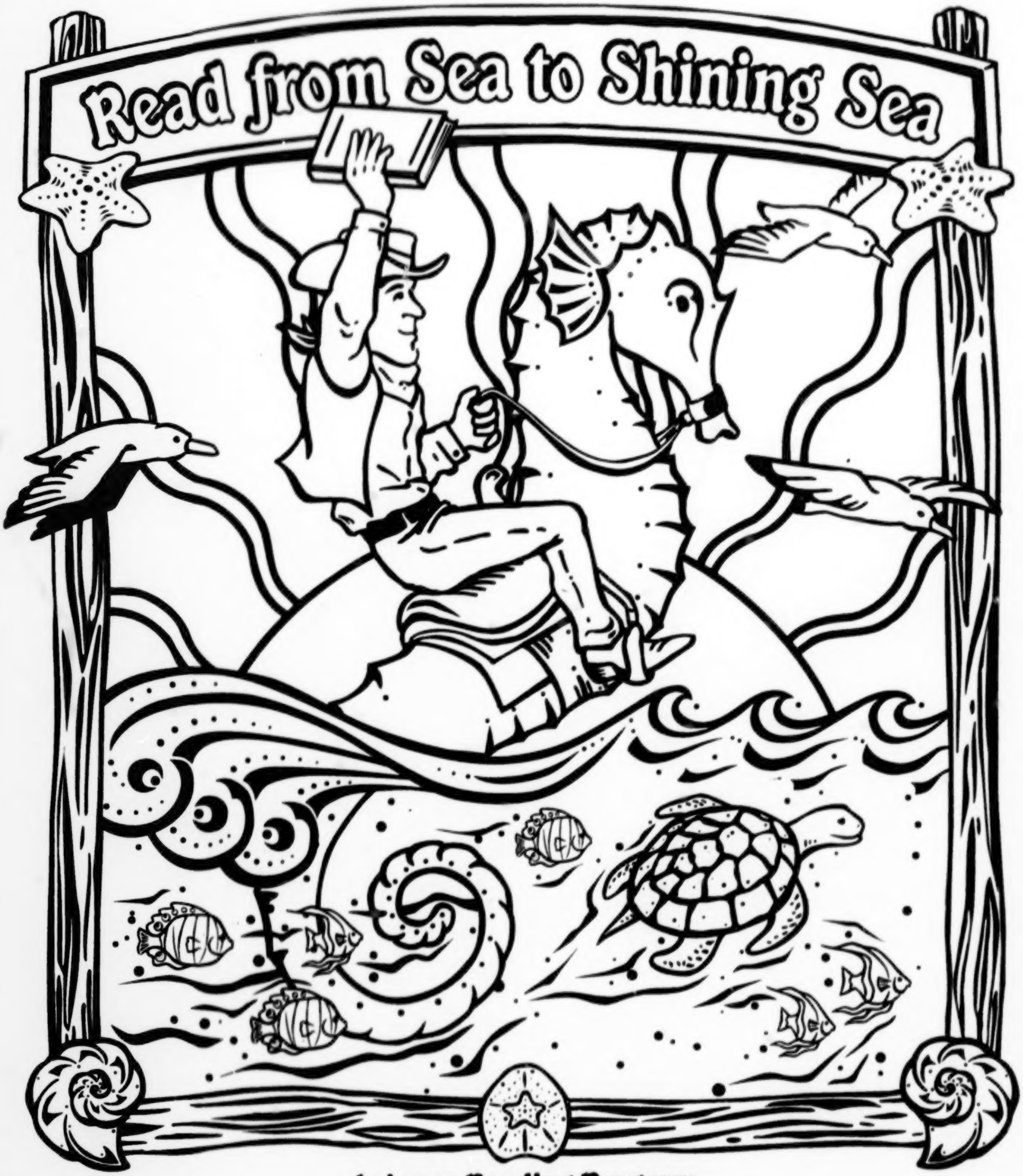
Dan Shilling

Arizona Humanities Council

Librarian

Arizona Reading Program

A project of Arizona Reads, a collaboration between the Arizona Humanities Council and the Arizona Department of Library, Archives and Public Records.


Read from Sea to Shining Sea

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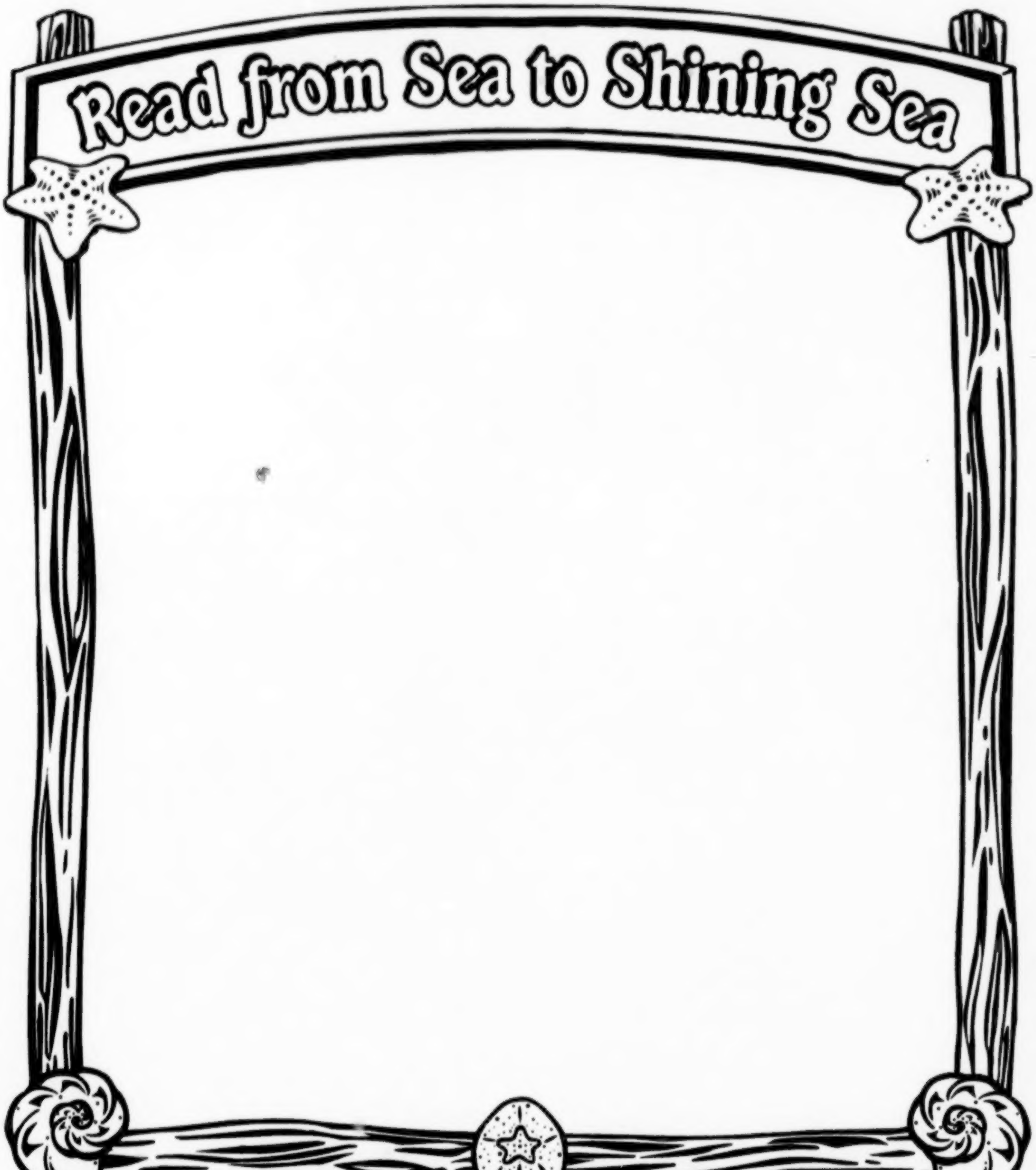
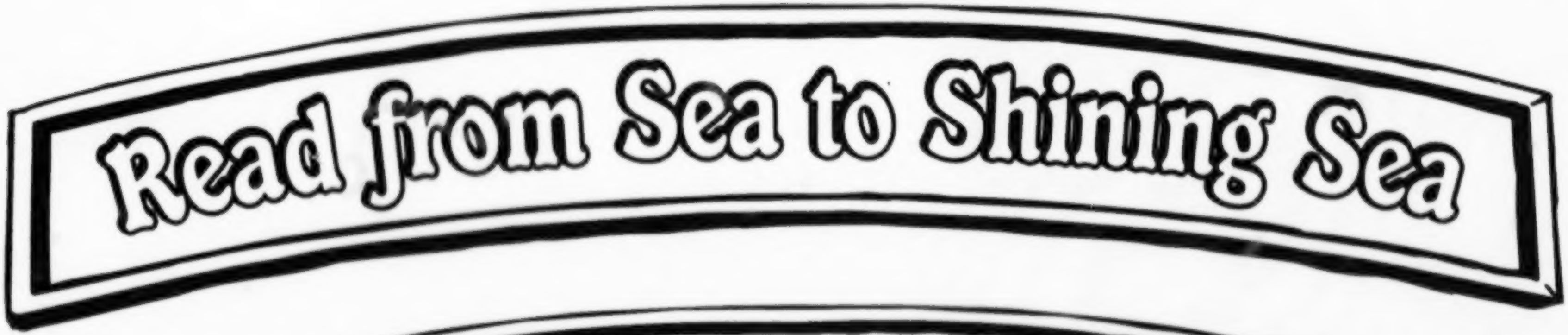

Read from Sea to Shining Sea

Arizona Reading Program
Come Join Us!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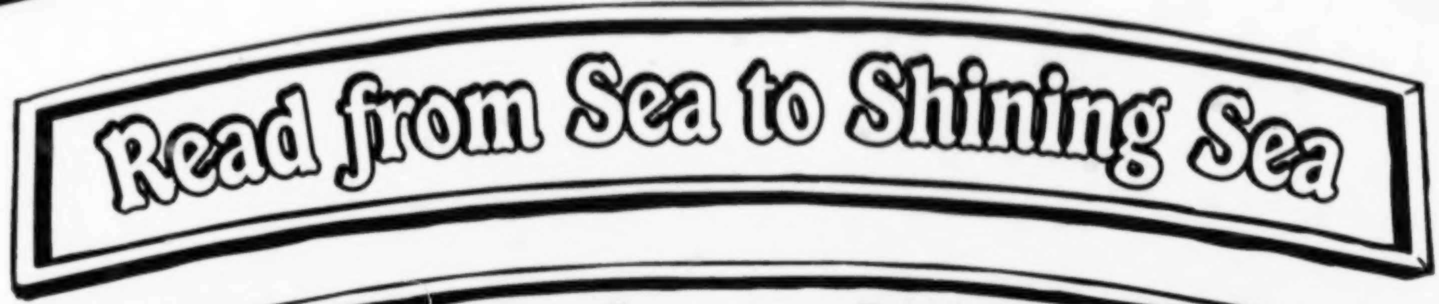
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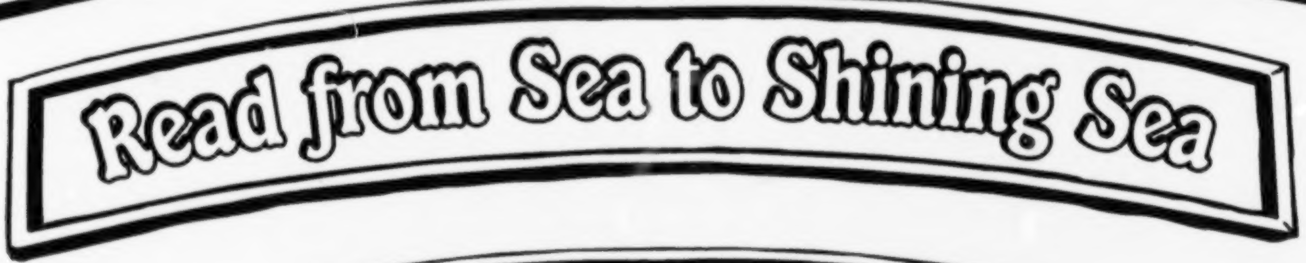
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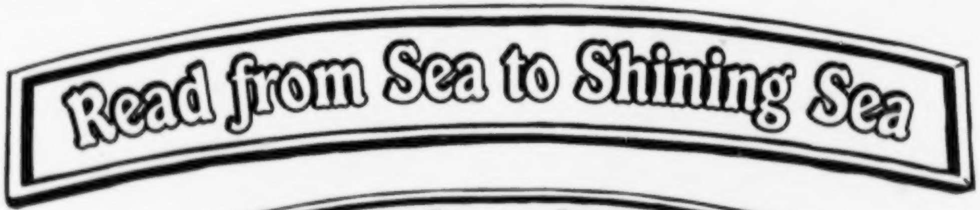
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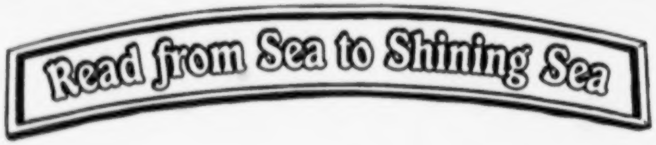
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